DOCUMENT RESUME

ED 221 429 SO 014 251

TITLE	Patriotic Observances. Grades K-6.
INSTITUTION	Manitoba Dept. of Education, Winnipeg.
REPORT NO	ISBN-0-86497-002-1; ISBN-0-86497-003-X; ISBN-0-86497-004-8; ISBN-0-86497-013-7; ISBN-0-86497-014-5; ISBN-0-86497-015-3; ISBN-0-86497-016-1
PUB DATE	81
NOTE	554p.; Not available in paper copy due to colored pages throughout original document. Some pages may not reproduce clearly in microfiche due to print on a colored background.
AVAILABLE FROM	Manitoba Department of Education, Box 3, Main Floor, 1181 Portage Ave., Winnipeg, Manitoba, Canada R3G 0T3.
EDRS PRICE	MF02 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Animals; Canada Natives; Comparative Education; Elementary Education; Ethnic Groups; Fine Arts; Foreign Countries; Geography; Learning Activities; Occupations; *Patriotism; Resource Materials; Social Studies
IDENTIFIERS	*Canada; Holidays

ABSTRACT

Materials and suggestions to help teachers in grades K-6 highlight special dates that hold significance for Canadian children are provided. The purpose is to arouse an awareness in children of their Canadian identity. The "patriotic observances" should take place at the beginning of every school day. Materials concerning Canadian natural wonders, occupations, animals, heroes, ancestors, geography, ethnic groups, and the arts are provided for each grade level. Included are jingles, monthly calendars of events, suggested themes and songs for special day programs, word games, a national anthem, short stories, and examples of children's writings. Bibliographies are also provided. (RM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED221429

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

[✓ Minor changes have been made to improve reproduction quality.]

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN **MICROFICHE ONLY** HAS BEEN GRANTED BY

K. A. Cosens

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PATRIOTIC OBSERVANCES. GRADES K-6.

Manitoba Department of Education

Authorized by the Minister of Education

1981

SO 014 251

TABLE OF CONTENTS

INTRODUCTION

.Objective Page 1

.The Materials

(1) Content Pages 1 - 2
(2) Organization Page 2

.Implementing the Program Pages 3 - 4

CUMULATIVE READINGS Page 5

POLLY THE POLAR BEAR SAYS Page 6

JINGLES Page 7

ANIMALS AND BIRDS Page 8

CANADIANS AT WORK Page 9

NURSERY RHYMES - NEW VERSIONS Page 10

A MONTHLY CALENDAR FOR CANADIAN CHILDREN Page 11

PATRIOTIC OBSERVANCES

Introduction

OBJECTIVE

The materials and the suggestions that follow are intended to rouse an awareness in children of their Canadian identity. At a time when even the very young are exposed for many hours a day to situations and ideas that come from outside Canada, the school, if no other agency, should make an effort to bring to their conscious attention their immediate Canadian environment, and the symbols which identify Canada and Canadians at home and abroad.

Obviously a few seconds a day will not alone achieve that goal. It is hoped, however, that daily mention of Canada and things Canadian, constant reminders to children that they are Canadians, and classroom symbols such as the flag and the beaver, will lead to a stronger identification with their country than many children now seem to have. If the program is successful, children should have the feeling that they belong to Canada, and Canada belongs to them, not the thought or feeling that their country is the only one in the world of any consequence, or that it is always right in what it does.

THE MATERIALS

(1) Content

(a) Whenever feasible the words Manitoba, Canada, Canadian have been incorporated into the items.

(b) The items are short.

(c) Rhyme and rhythm are used to reinforce learning and to maintain interest.

(d) Repetition is important. Some of the items are cumulative, and so incorporate a measure of the necessary repetition; others should be repeated many times so that children become thoroughly familiar with them. (Some items will be repeated in later years as well).

(e) Teachers are asked to adapt and/or explain items that seem to be above the interest or vocabulary level of the children. It is not suggested that teachers undertake to teach the content of every item, since children need not understand totally the meaning of every word or every item. Indeed in some cases, as with the jingles and nursery rhymes, sense may be subordinated to sound. The purpose of the items at this level is to impress Canadian symbols and the words Canada, Manitoba, Canadian in easily assimilated settings. Pleasure in the learning is derived from the sound and the growing familiarity of the form as well as the meaning of the material.

(f) Orienting the children by beginning with their own location in their classroom, school, town or district, and then moving on to their province and their country seems a reasonable introduction to the program. Considerable time should be spent on the first two items, both cumulative in form.

(2) Organization

(a) As the Table of Contents suggests, the materials are organized roughly about several themes, according to form or content. Teachers need not move consecutively through the program, but may well "mix and match" according to the day-by-day requirements of their pupils.

(b) Repetition is an important part of the program. It is not intended that children be presented with a different item every day. Teachers' discretion must determine how long is spent on any one item, at what intervals it is repeated, and on what occasions it is presented.

(c) More items are included than most groups of pupils will require for a daily program, given the necessary repetition. Teachers will therefore be able to select which items they find most appropriate for their classes.

(d) It is hoped that teachers will add items of interest as they appear in the daily news, in the activities of the school, and in other materials available at the kindergarten level.

IMPLEMENTING THE PROGRAM

Patriotic Observances should take place preferably at the beginning of the day's session. The success of the program depends largely on the teachers who will be using it. An understanding of the objective, familiarity with the materials so that they can be used at appropriate times and adapted to the specific needs of children, and a commitment to use the program daily will make the attainment of its goal more likely, and certainly more interesting for pupils.

There must also be a recognition of the fact that implementation of the program is a long-term process, lasting throughout the elementary grades. It is not intended that children be "drilled" or tested for recall.

Participation is essential. In many cases the day's selection should be printed on a chart so that children see as well as hear it, even though they are not able to read it. For the cumulative readings, the selections for successive days should "grow" on the chart. Repeating the items, saying them in chorus, and later reciting by individual pupils are all part of the process. The jingles should be repeated until children are familiar with them; they need not be memorized. As has been suggested, jingles may be sung to familiar tunes or to tunes which the children themselves make up. Clapping hands to the beat, tapping out the rhythm on a table, chair or drum, using the instruments of a rhythm band involve all the children and help to relieve what could be the monotony of constant repetition.

The charts on which jingles and other materials are printed become roads to reading readiness.

Even at this level children can be encouraged to contribute to the program by composing skipping or bouncing games and making up tunes for the rhyming couplets.

The flag should be conspicuously displayed and children should be encouraged to draw it, and talk about it. A picture of a beaver or beavers as Canada's national animal should also be available. Whenever possible, illustrations should be used with the daily observance. The pictures should be large enough to be easily seen and assimilated by all children.

Readings are only a few seconds in length. It is not intended that teachers enter into long explanations about them.

It is essential that teachers familiarize themselves with the materials before using them, so that they may make appropriate choices for the time of the year, for special occasions, and for the comprehension level of their pupils.

Always, teachers should bear in mind the objective of the program: to rouse in children an awareness of their Canadian identity, without chauvinist overtones. Other learnings are peripheral and contributory.

* * * *

CUMULATIVE READING

This is the kindergarten
That we go to.

** ** **

This is____________________school.
This is the school
That has the kindergarten
That we go to.

** ** **

This is___________________________.
This is the town
That has the school
That has the kindergarten
That we go to.

** ** **

This is Manitoba.
This is the province
That has the town
That has the school
That has the kindergarten
That we go to.

** ** **

This is Canada.
This is the country
That has the province
That has the town
That has the school
That has the kindergarten
That we go to.

** ** **

This is a red maple leaf.
This is our flag
That has a red maple leaf on it.

** ** **

This is Canada,
This is our country,
That has our flag
That has a red maple leaf on it.

** ** **

We are Canadians,
We are the people
Who love the country
That has the flag
That has the red maple leaf on it.

** ** **

Our Canadian flag is red and white.
High on the flagpole it's a lovely sight.

** ** **

What does the white in our flag say?
Try to be good in every way.

** ** **

What does the red on our flag say?
Be honest in all your work and play.

** ** **

POLLY THE POLAR BEAR SAYS

Polly the Polar Bear says. . .
Canada's polar bears are brave and bold
We swim in water that's icy cold.

** ** **

Polly the Polar Bear says. . .
Canada's winters are lots of fun.
We like to play in the snow and sun.

** ** **

Polly the Polar Bear says. . .
Canada needs citizens like you.
Try to be fair in everything you do.

** ** **

Polly the Polar Bear says. . .
Most Canadian animals won't bother you
If you don't bother them.

** ** **

Polly the Polar Bear says. . .
It's true the snowmobile travels much faster
Than the sled, the husky dogs and their master.
But every Canadian polar bear knows
She prefers the sled of the Eskimos.

** ** **

Polly the Polar Bear says. . .
Long ago the Canadian Inuit
Admired us polar bears - and we knew it.
They hunted us for our fur and meat
Never for sport but for food to eat.

** ** **

Polly the Polar Bear says. . .
Canada's reindeer, the caribou, go
Where leaves and grass and mosses grow.
Big as they are, they eat no meat.
Though they look clumsy, they are fast on their feet.

** ** **

Polly the Polar Bear says. . .
Prince Charles, the eldest son of the Queen,
Visited the Canadian Arctic scene.
He learned what to wear
From the people who lived there,
And was not as cold as he might have been.

** ** **

Polly the Polar Bear says. . .
The Indian people invented the canoe,
How they invented it we haven't a clue!
It carried large loads
In the days before roads.
But sometimes turned over in the water too!

** ** **

Polly the Polar Bear says. . .
The Canadian beaver busily builds dams
With leaves and branches its house it crams.

** ** **

JINGLES

(To be sung to any familiar melody, such as "Mary Had A Little Lamb")

We live in Canada, Canada, Canada,
We live in Canada,
Canada is home.

** ** **

We love Canada, Canada, Canada,
We love Canada,
Canada is home.

** ** **

We learn in Canada, Canada, Canada,
We learn in Canada,
Canada is home.

** ** **

We play in Canada, Canada, Canada,
We play in Canada,
Canada is home.

** ** **

Canadians like to say hello
Say hello, say hello,
Canadians like to say hello
Make friends where we go.

** ** **

Canadians like to sing a song,
Sing a song, sing a song,
Canadians like to sing a song,
As we walk along.

** ** **

Canadians like to play games fair,
Play games fair, play games fair,
Canadians like to play games fair,
Have fun everywhere.

** ** **

Canadians like to sing and play,
Sing and play, sing and play,
Canadians like to sing and play,
Have fun everyday.

** ** **

Canadians like to learn at school,
Learn at school, learn at school,
Canadians like to learn at school,
And live by the Golden Rule.

** ** **

— —

(To be sung to the tune of "London Bridge")

Manitoba is our province,
Is our province, is our province,
Manitoba is our province,
And we are proud of it.

** ** **

Canada is our country,
Is our country, is our country,
Canada is our country,
And we are proud of it.

** ** **

ANIMALS AND BIRDS

Beavers work and play in water,
So does their cousin, the Canadian otter.

** ** **

The Canadian gopher makes his home underground.
He dives into it when danger's around.

** ** **

Canadian squirrels are friendly and pretty.
They like the country and the city.

** ** **

Canadian buffaloes are huge and furry.
Big as they are they can move in a hurry.

** ** **

Rabbits and foxes turn white
Where the north winds blow,
So they can't be seen
In the whiteness
Of Canada's snow.

** ** **

We're glad to hear the robins sing.
The robin's coming is a sign of spring.

** ** **

"Caw! Caw!" says the big black crow,
"How glad I am to be back in Canada,
To see the melting of the snow,
To watch the grass and flowers grow."

** ** **

A summer visitor to Canada
Is the grackle,
With its shiny feathers, golden eye
And throaty cackle.

** ** **

The little chickadee's cheerful
"Dee, dee dee".
Reminds us that
Canada is
A good place to be.

** ** **

Canada geese fly a long way
To come to Canada their eggs to lay.

** ** **

CANADIANS AT WORK

Canada's farmers grow the wheat
For the bread and cake we like to eat.

** ** **

Canadian pilots zoom through the sky
In huge jet planes that safely fly
Far above the clouds and mountains high.

** ** **

Canadian mothers and fathers work every day
To see that their children are cared for
in every way.

** ** **

It's good to know that we are safe and sound
When Canada's police are about and around.

** ** **

Don't play with matches. Don't play with fire.
As the fire burns higher and higher,
Canadian firefighters no matter how brave
May not be able your lives to save.

** ** **

Canadian parents work in shops and in stores,
In offices and in factories where machinery roar
They earn the money for food and for clothes,
To buy TV's and radios.

** ** **

When you grow up what will you be?
A teacher or a nurse or a Mountie?
A carpenter or a football player?
Or maybe even Madam Mayor?

** ** **

How would you like to be
A Canadian soldier over the sea?
You would not have to shoot or fight.
You would stop people who otherwise might.

** ** **

Canadians have to work for a living -
To earn money for spending and giving.

** ** **

In Canada there are candy makers,
And tailors and sailors and cooks and bakers.
Canadians earn money in many ways,
Some working nights and some working days.

** ** **

NURSERY RHYMES - NEW VERSIONS

Little Jack Horner sat in a corner
Eating Christmas pie.
He stuck in his thumb and pulled out a plum
And cried, "A good Canadian am I!"

** ** **

Jack and Jill went up the hill
To look at Manitoba.
Jack looked down
On the beautiful town
Of ___________________
In Manitoba.

** ** **

Mary, Mary, quite contrary,
How does your garden grow?
With crocuses and snowdrops
And Canada's wild flowers
All in a row.

** ** **

Hocus, pocus,
Little prairie crocus
For us you bring
The first sign of spring.

** ** **

Pussy willow, pussy willow,
Softer than a pillow,
We Canadians find your kittens
While we still have on our mittens
And the ground is covered with snow.

** ** **

Little Betty Beaver
Often wished she were a weaver,
As she worked like a gnome
Building her home.
Anything that tried to stop her
Was sure to come a cropper.

** ** **

Hi diddle diddle
The cat and the fiddle.
Hurray for our flag
With the leaf in the middle.

* * *

A MONTHLY CALENDAR FOR CANADIAN CHILDREN

In Canada in *September* the leaves come down
From trees and bushes in country and town.

In Canada in *October* we enjoy Halloween
And fill bags with apples red and green.

In Canada in *November* there's usually snow.
We like to play in it though cold winds blow.

In Canada in *December* it's holiday time
With lights and food and song and rhyme.

In Canada in *January* the ice is thick,
A good month for playing with puck and stick.

In Canada in *February* we make red hearts
Often stuck through with Cupid's darts.

In Canada in *March* the snow begins to melt,
A touch of spring is beginning to be felt.

In Canada in *April* robins and crows
Have come to join the jays and juncoes.

In Canada in *May* we watch fireworks
But stay far away from where danger lurks.

In Canada in *June* we give a cheer
For the twenty-first, longest day of the year.

In Canada in *July* we celebrate
The First - Canada's birth date.

In Canada in *August* we enjoy summer sports.
Racing and swimming and games of all sorts.

** **

Special Days

SPECIAL DAYS

Special Days - What Are They?

Traditionally Canadian schools have highlighted special dates that held significance for Canadian children: Thanksgiving, Remembrance, Citizenship, Canada. There are also other dates that might receive special attention so that almost every month of the school year provides an occasion for recalling our Canadian heritage and Canadian responsibilities.

In October, United Nations Day often receives this kind of attention. The celebration of Christmas could be extended to include a presentation of observances not only of Christmas in different traditions, but of mid-winter celebrations in other religions and other cultures. Many of these are represented in the Canadian population, and provide an opportunity to help Canadian children understand their own many-sided heritage. The still unproclaimed Heritage Day in February is a natural vehicle for displaying Canadian history and the contributions of all segments of the Canadian population to that history. March and April are the months of the spring rites, the rejuvenation of the land after the long winter; a special day might be set aside to consider Canada's role in feeding the world, and Canada's dependence on other parts of the world for some of its essential foods. Older children might compare religious observances centred around the spring equinox, festivals of seeding and harvesting spring crops, the stories of Ceres and Hiawatha, the religious festivals of Shavuoth and Passover and Easter, the symbols of liberation and on-going life common to these festivals.

Schools generally set aside the Friday preceding Victoria Day in May to place special emphasis on citizenship, to discuss Canada's role in the Commonwealth, the United Nations and other international bodies. Younger children are encouraged to think about citizenship in terms they can readily understand: behaviour at home, in school and in the larger community, responsibility to one another; the meaning and limitations of the term "freedom". Though Canada Week falls at a time of the year when concentration on preparation for it may be difficult it can help to bring together and focus learnings and attitudes that have been cultivated throughout the year.

Approaches to Celebration of Special Days

If the celebration of special days is not to become routine, a dull and meaningless exercise, the children for whom the celebration has been arranged must be involved both in the planning and the implementation of programs, whether these programs take place in individual classrooms or in the school auditorium. It is not enough for teachers to set up a program, prepare a choir and bring in a speaker. Indeed, unless speakers know how to talk with young children, their level of interest, the brevity of their attention span, their background of information, the "talks" are more likely to kill than to stimulate interest. It is suggested, therefore, that children, with teachers' help and advice, decide on the items of programs and participate actively in the program items with as many children as possible involved in the process. Children may, to whatever extent is feasible in a given situation -

- act as masters of ceremony or chairpersons.
- be soloists.
- take part in orchestras, choirs, groups and in mass singing.
- prepare for the program by being asked to write verses, stories, playlets, descriptions, expositions appropriate to the various occasions.
- design posters advertising the Day, to be displayed around the school, in classrooms and if feasible in public places in the community.
- design bulletin boards for the classrooms, corridors, school library, school office, based on the theme of the Day.
- take part in pageants, plays, debates, panel discussions, and give talks on the theme of the Day.
- invite parents and friends to the programs; when programs take place in individual classrooms, set up exchanges with other classes or grade levels so that children may have a fresh audience.
- take still photographs, and/or if equipment is available, make tapes, audio and video, or films of all or parts of the proceedings for later evaluation, discussion, and/or inclusion in school archives.
- make up a kit or booklet of materials prepared for the special days, including materials that could not be used in the programs so that all children may feel that what they have done was valuable and valued. All pupils should receive a copy of the booklet or kit.

It is impossible to stress sufficiently the importance of having "live" programs in which children participate as performers and as audiences. Total school involvement is also desirable but not essential. Individual teachers, or groups of teachers working together, can stimulate interest in their students, by display of materials and sharing of performances in the school as a whole. The support and enthusiasm of the principal can do much to make the special days high points of the school year.

Materials for Use on Special Days

Criteria for the selection of materials for use in special days' programs are simple.

- The materials should be of such a level that they are understood by the children who are using them.
- Teachers should make available to children a range of materials on which children can draw when called upon to write about the special day, or prepare pageants or playlets.
- The information contained in the materials should be accurate.
- Since the programs are intended to be celebrations, as far as possible the materials should not be controversial, though they need not be lacking either emotional or intellectual content on that account.
- At least some of the materials should be drawn from the community in which the children live, but always there should be materials common to the larger Canadian community.
- The intrinsic interest of the material should be an over-riding consideration. Having children make the final selection or using materials they have created, written, or produced is essential to maintaining interest.
- The purpose of the special days' celebrations should always be borne in mind: to help children understand what it means to be Canadian, what responsibilities go with being Canadian, the nature of Canada's multicultural background, the role that Canada plays in the world.

Every special day has values in addition to its Canadian connotations. These values should enhance the Canadian nature of the celebration, just as the Canadian context of the celebration should give special meaning to the central theme of the day itself. Remembrance Day, for example, honours Canadian war dead. Its celebration, however, emphasizes the need for peace in the world. The celebration of spring can spotlight the ethnic and cultural mosaic that is Canada, and point to Canada's place as a world food supplier. It can also help create understanding of different religious beliefs and traditions that are found in different parts of the world and have been transplanted onto Canadian soil, thereby showing that Canada is related to the world community in a special kind of way.

Pupils Activities in Preparation for a Special Day Program.

(1) Allow enough lead time for adequate preparation.

(2) Lay the groundwork for the special day. Identify it. Have pupils discuss the reason for it, and the activities that might be associated with it. Such discussions can best take place in small groups of four or five children who then report their discussions to the whole class. Discussion should be brief, no more than five or six minutes, and structured to the degree that in each group someone is selected or delegated to report on specific matters.

(3) Decide as a class, or if the program is to involve the total school, with pupil representation from every class level, the form that the program will take, e.g., an assembly, a parade, an "ethnic day", a "pioneer day", the making of a film or tape, etc.

(4) Set up committees of pupils, under teacher direction, to which various parts of the program may be assigned. It is desirable to have a teacher (or teachers for a total school project) as coordinator. If items are to come from several classes, every class involved should have its own committee. Pupils should also have a clear understanding of the program item or the part of program which they are expected to contribute.

(5) Have as many children as possible take part in the activities. The activities should provide a variety of jobs so that no pupil is left out, e.g., if a backdrop is required, or a mural is planned, several children are needed to fill in background colours; if a booklet is part of a project, illustrators, printers, "bookbinders" to staple or tie the pages, all perform valuable tasks that should be recognized in the credits at the front or back of the booklet. Ushers can serve a useful purpose. Drummers, using makeshift instruments, can beat time for a parade around the school, playground or neighbourhood. Props and costumes are needed for plays, pageants and parades. All pupils should write or record on tape materials from which one or more items are selected for presentation at a class or school assembly program. (See samples of writing by Grade VI pupils).

SUGGESTED THEMES AND SONGS FOR "SPECIAL DAYS" PROGRAMS

(The numbered items are the titles of songs that teachers may consider appropriate for use in "Special Days" programs.)

OCTOBER .Thanksgiving and United Nations.

Canada is a member of the world community through the United Nations, hence our participation in the UNICEF collection program at Halloween time.

1. *I'd Like To Teach The World To Sing*
2. *It's A Small World*
3. *What The World Needs Now*
4. *Let There Be Peace On Earth*

NOVEMBER .Remembrance Day reminds us to be thankful for a way of life that Canadian men and women died for in two World Wars, a heritage which we can enjoy and pass on to later generations.

1. *Canada, We Praise Thee*
2. *Land Of The Silver Birch*
3. *For The Beauty Of The Earth*

DECEMBER .Most people of the northern hemisphere celebrate a mid-winter holiday. Christians celebrate Christmas, Jews Hanukah. Other people express their joy at the solstice, the beginning of lengthening days of sunshine. In classrooms where there are children of other than the majority religion or culture, teachers have an additional resource on which to draw. The mid-winter holiday, whatever it commemorates, is a happy occasion, and the songs reflect its gaiety.

1. *Vive Le Vent; Vive La Compagnie*
2. *The Christmas Tree Carol*
3. *Hanukah*
4. *The Kelligrews' Soiree*

JANUARY .The beginning of the new year generally brings forth new resolutions and it's a good time to remind ourselves that Canada is composed of many different peoples, each making a contribution to our country.

1. *Canada Is*
2. *New World In The Morning*

FEBRUARY .Heritage Day is a good time to remember the contributions of our pioneers, in particular the struggle which both men and women faced to develop Canada.

1. *Hurlin' Down The Pine*
2. *Chanson Du Voyageur*
3. *Nova Scotian Farewell*
4. *Come All You Bold Canadians*

MARCH .The approach of springtime can be anticipated at this time and the theme of winter's gradual retreat brings forth lively music.

1. *Donkey Riding*
2. *Cod Liver Oil*
3. *Vive La Canadienne*
4. *Springtime In The Rockies*

APRIL .The planting of gardens and the celebration of May Day in most countries around the world can be used as a theme to remind pupils of the necessity of labour and the dignity of all work. Canada's special contribution as a source of basic food can be stressed, as well as Canadian dependence on other countries for much of its food.

1. *Savez-vous Planter Les Choux?*
2. *The Squid Jiggin' Ground*
3. *The Lumberjack's Alphabet*
4. *Black Flies*

MAY

.Manitoba Day on the twelfth of this month provides a good opportunity to concentrate on local as well as provincial history and traditions.

1. *Red River Valley*
2. *Moody Manitoba Morning*
3. *Boissevain Fair*
4. *Vla L'Bon Vent*

.Citizenship Day is usually observed on the Friday preceding the long week-end.

1. *This Land Is Your Land*
2. *Ca-na-da*

JUNE

.The last month of the school year is a good time to summarize what the year has been all about. Although Canada Day falls on July First, June can be used to prepare students to recognize and appreciate the value of what we have in Canada.

1. *O Canada*
2. *Bonjour Mon Ami*
3. *Ca-na-da*
4. *Consider Yourself (One Of The Family)*

* * *

Most of the songs suggested here appear in:

FOLK SONGS OF CANADA - compiled by: Eunice Boardman
Beth Landis

- published by: Holt, Rinehart & Winston Inc. Copyright 1966, 1971

EXPLORING MUSIC, BOOK 3 - compiled by: Edith Fulton Fawke
Richard Johnston

- published by: Waterloo Music Co. Ltd., Waterloo, Ontario 1954

SAMPLE PROGRAM FOR A SPECIAL DAY

The format suggested here may be adapted to any of the special days, and may be varied in a number of ways. e.g., instead of the Reading, there might be a pageant or a playlet, or choral reading. One or more musical numbers, vocal or instrumental might be added according to the resources of class or school.

The sample program is organized around the theme of Canada and lends itself to use either in May for Citizenship Day or at the end of June in preparation for Canada Day.

CITIZENSHIP DAY

O Canada (two verses in English or one English verse, one French verse)

Choice of a song or songs sung by a choir or a smaller group of children

e.g., *Canada Is*
This Land Is Your Land
Dans Mon Pays

A Reading either by an individual or a group of children

e.g., *I Am a Canadian* - by John Diefenbaker

A song in which all students join

e.g., Anyone of those noted above
Vive La Canadienne
Ca-na-da

A Poem or Prose Selection written by a student on a topic related to Canadian Citizenship

e.g., *What It Means To Me To Be A Canadian*
At My Age How Can I Be A Good Citizen?
Why Vote In Elections?
Why Is Freedom Of Speech Important?
The Canadian Mosaic
Canada - A Member Of A World Family

God Save The Queen

CANADIANS SPEAK ABOUT CANADA AND CANADIANS

I AM A CANADIAN

My creed as a Canadian is summed up in these words:
I am a Canadian, a free Canadian
free to speak without fear,
free to worship God in my own way,
free to stand for what I think right,
free to oppose what I believe wrong,
free to choose those who shall govern my country.
This heritage of freedom I pledge to uphold for myself
and all mankind for I am a Canadian.

- JOHN DIEFENBAKER

** **

The wholesome sea is at her gates
Her gates both East and West,
Then is it strange that we should love
This land, our land, the best?

- J.A. RITCHIE (Quoted in
Canada One Hundred, 1867-1967,
published under the Authority
of the Minister of Trade and
Commerce, Queen's Printer, Ottawa)

** **

CANADIANS SPEAK ABOUT CANADA AND CANADIANS (continued......)

Not long ago I spent a year travelling in Asia. On my way back from Tokyo, I disembarked at Vancouver at four in the morning and found myself in tears because I saw the space we have compared to that of Tokyo - it was incredible. That any group of people could be as fortunate as us - to have this air, this space...it was miraculous, and I kissed the Canadian soil in gratitude.....To this day I do not understand why we cannot say more openly, more often, how much we love this place, how privileged we are to live here.

- John Hirsch, excerpted from
a speech delivered At Carleton
University, Ottawa, by
permission from the author.

* * * *

The following poems may be found in THE BOOK OF CANADIAN POETRY, 3rd edition, ed. by A.J.M. Smith, and published by W.J. Gage, Toronto

SONGS OF THE HAIDA,	Translated by H.H. Fraser
TRANS CANADA	by F.R. Scott
FAREWELL TO WINNIPEG	by Roy Daniels
COUREURS DE BOIS	by Douglas Le Pan

* * * *

EXAMPLES OF WORD GAMES CHILDREN CAN PLAY IN PREPARATION FOR SPECIAL DAYS PROGRAMS

Acrostics. . . . .

FROM COAST TO COAST

C lear skies and fresh air
A cross our wide land;
N ature's wonders from coast to coast,
A tlantic to Pacific
D ark forest towering over deep lakes,
A ll part of our beautiful country.

* * *

CANADIANS - WHAT WE WOULD LIKE TO BE

C ourageous
A mbitious
N otable
A dventurous
D aring
A greeable

* * *

MANITOBA

- Laurie Wilson, Grade VI

M is for the men who explored despite their fears,
A is for the active lives of all our pioneers.
N is for the nations whose people settled here.
I is for the Indians to whom this land is dear.
T is for the trees that make our forests fair.
O is for the open plains with fresh, inspiring air.
B is for the buffalo that roamed these plains for years.
A is for the attitudes that overcame all fears.

* * *

(See also examples in daily readings - Manitoba, Brandon)

EXAMPLES OF WORD GAMES CHILDREN CAN PLAY IN PREPARATION FOR SPECIAL DAYS PROGRAMS (continued...)

Anagrams. . . . .

MAPLE LEAF: Feel a palm; Female pal; Leap, flame!

OUR FLAG: A fur log; For a lug; Goal - fur!

MANITOBA: Ma in boat; Boa in tam; I nab a Tom; I'm not a B.A.

BEAVER DAM: Am ever bad; Made a verb; Be mad! Rave!

*** ***

EXAMPLES OF CHILDREN'S WRITING

(These items were written as the result of a Manitoba Schools Broadcast of the Let's Write Series)

WHY FLUTTER LITTLE FLAG?

- Harley Wong, Grade VI

Why flutter little flag?
     You represent our land.
You are more than a piece of cloth.
     People salute you always.
A story you contain,
     Of Canada's freedom and her people,
To remain in our hearts forever.
     Why flutter, lovely flag?

Why flutter little flag?
     You mean to us
Warmth in our hearts,
     Canada strong and free.
Standing glorious and proud,
     Do you now understand
Why so bravely you fly for us?
     Why flutter, dear flag?

Our Canadian flag flies
     Gloriously forever.
We may die,
     We may be conquered,
But in our hearts
     Our flag flies forever.

*** ***

EXAMPLES OF CHILDREN'S WRITING (continued......)

OUR FLAG

- Ewhenia Pelech, Grade VI

What does our flag mean to you?
  To me it is more than a piece of cloth.
It does not only symbolize our country.
  It means more, much more than that to me.
When I look up at our flag,
  I see Canada in that maple leaf:
A rich land stretching from sea to sea,
  Green forests, mighty rivers, lakes - large and small.
Spreading fields of golden wheat,
  Mountains topped with icy jewels -
I see more than a piece of cloth;
  I see a growing nation in our flag.
A growing nation strong and free.

* * *

HENRY KELSEY

- Philip Shead, Grade VI

I roam the plains
In search of buffalo.
As you know my eyes have seen many strange sights
I was the first white man to see a buffalo round-up.
With fifty mounted warriors, painted and gleaming in the bright sun,
I, too, charged those awkward, humpbacked creatures.
Now in my dying days
I wonder how many others will follow my paths.
How many others will kill those savage beasts?
I hope I was right in leading the white man to these plains.
I hope I die still praised by my Indian friends.

* * *

EXAMPLES OF CHILDREN'S WRITING (continued....)

THE WHITE MEN

- Lindsay DuVal, Grade VI

They came to this land with canoes and gun.
They killed our buffalo and called it fun.
They gave us fire-water and took our fur,
This was their trap, only a lure.

They killed the people of our tribe,
Their beads and such were just a bribe.
They used our skills to take our land -
That's how they killed a mighty band.

* * *

LIFE ON THE PRAIRIES

- Deborah Mutimer, Grade V

I love the golden prairies
And their flowers so gay,
Their swinging, swaying treetops
On a summer's day.
I love to watch a garter snake come slithering past,
And see the rabbit family
Quickly hopping past.
I love to watch the buffaloes
Go trampling by
And see the bright stars twinkle
In the wondrous sky.

* * *

Patriotic Observances

Grade 1

MANITOBA
DEPARTMENT OF EDUCATION

TABLE OF CONTENTS

INTRODUCTION

.Objective Page 1

.The Materials
    (1) Content Pages 1 - 2
    (2) Organization Pages 2 - 3

.Implementing the Program Pages 3 - 4

A NATIONAL ANTHEM FOR CHILDREN or A CHILDREN'S "O CANADA" Page 5

WHERE ARE WE? Pages 6 - 9

OUR FLAG Page 10

COUNTING RHYMES AND RHYMES FOR SKIPPING AND BOUNCING Page 11

JINGLES Pages 12 - 14

BUSY BETTY, THE CANADIAN BEAVER SAYS Page 15

ONCE UPON A TIME Pages 16 - 17

CANADIANS AT WORK Pages 18 - 19

CITIZENSHIP Page 20

WISE WILLIAM THE CANADIAN OWL SAYS Page 21

A PIONEER FAMILY Pages 22 - 24

A MONTHLY CALENDAR FOR CANADIAN CHILDREN Page 25

PATRIOTIC OBSERVANCES

Introduction

OBJECTIVE

The materials and suggestions that follow are intended to rouse an awareness in children of their Canadian identity. At a time when even the very young are exposed for many hours a day to situations and ideas that come from outside of Canada, the school, if no other segment of our society, should make an effort to bring to their conscious attention their immediate Canadian environment, and the symbols which identify Canada and Canadians at home and abroad. A few seconds a day will not alone achieve that goal, but it is hoped that daily mention of Canada and of things Canadian, constant reminders to children that they are Canadians, and classroom symbols such as the flag and the beaver, will lead to a stronger identification with their country than many children now seem to have. If the program is successful, children should have the thought and feeling that they belong to Canada, and Canada belongs to them, not the thought or feeling that their country is the only one in the world of any consequence, or that it is always right in what it does.

THE MATERIALS

(1) Content

(a) Whenever feasible the words Manitoba, Canada, Canadian, have been incorporated into the items.

(b) The items are short.

(c) In many cases rhyme and rhythm are used to reinforce learning and to maintain interest.

(d) Repetition is important. A few of the items are cumulative, and so incorporate some of the necessary repetition; others should be repeated so that children are thoroughly familiar with them. Note that many of the items will have already been presented at the Kindergarten level so that many children should have familiarity with them.

(e) Teachers are asked to adapt and/or explain items that seem to be above the vocabulary level of their pupils. It is not however suggested that teachers undertake to teach the content of every item, since children need not understand totally the meaning of every word or every item. In some cases, as for example in the case of jingles based on nursery rhymes, sense is subordinated to sound. The purpose of the items is to impress the words Canada or Manitoba in easily remembered settings. Part of the pleasure and the learning is derived from the sound and the familiarity of the form.

(f) Items to be used early in the school year should be known to children, or should be close enough to their experience so that there is no difficulty in repeating them. Orienting children by beginning with their own location - in the school, the town - and then moving on to their province and their country seems a reasonable introduction to the program.

(2) Organization

(a) The materials are organized roughly about several themes, according to content, form or use. Teachers need not move consecutively through the program, but may well "mix and match" according to the day-by-day requirements of their pupils.

(b) Repetition is an important part of the program. It is not intended that children be presented with a different item every day. Teacher's discretion must determine how long is spent on any one item, at what intervals it is repeated, and on what occasions it is presented.

(c) More items are included than most groups of pupils will require for a daily program. Teachers will, therefore, be able to select which items they prefer to use.

(d) It is hoped that teachers will add items of interest as they appear in the daily news, in the children's reading, and elsewhere in the school curriculum.

IMPLEMENTING THE PROGRAM

Patriotic Observances should take place preferably at the beginning of every school day, immediately following the singing of O Canada. The success of the program depends largely on the teachers who will be using it with their classes. An understanding of the objective of the program, familiarity with the materials so that they can be used at appropriate times and be adapted to the specific needs of children, and a commitment to use the program daily will make the attainment of its goal more likely, and certainly more interesting for pupils. There must also be a recognition of the fact that implementation of the program is a long-term process lasting throughout the elementary grades. It is not intended that children be "drilled" or tested on their recall.

Participation is essential. In many cases the day's selection should be printed on the chalkboard or on a chart so that children can see as well as hear it - even though they may not yet be able to read it. For cumulative readings, the selections for successive days should "grow" on the chalkboard or chart. Repeating and later reading in chorus, choral responses to questions, and, later in the term, reading or reciting by individual pupils should all be part of the process.

Even at this level class groups may be encouraged to contribute items in the form of acrostics, skipping and bouncing alphabets, jingles based on nursery rhymes, and current topics.

The materials, if displayed as they are presented, may be used for reading readiness work and later as extensions of children's reading experiences.

Short selections may become exercises for printing as children gain facility in forming letters and words.

A children's version of *O Canada* appears as an alternative or a parallel only if teachers care to use it.

It is essential that teachers familiarize themselves with the materials before using them so that they are able to make appropriate choices for special occasions, for the time of the year, and for the comprehension level of their pupils.

Always teachers should bear in mind the objective of the program: to rouse in children an awareness of their Canadian identity, without chauvinist overtones. Other learnings are peripheral and contributory.

A NATIONAL ANTHEM FOR CHILDREN or A CHILDREN'S "O CANADA"

O Canada, we're proud to call you home.
Your fields of wheat give food to all the world.
Your forests green and mountains high
Are beautiful to see.
From east to west, O Canada,
You call on us to be
Honest and fair
In all we do.
O Canada, we put our trust in you.
O Canada, your children love you.

** ** **

All of us sing our national song
To let the world know
That to Canada we belong.

** ** **

WHERE ARE WE?

(Questions and answers should take the form of responsive readings, or even of chanting, with the rhythm and the tone set by the children themselves. Some of the questions and answers lend themselves to cumulative repetition, a format to which children respond well).

Question: What school do we go to?

Answer: We go to ________ *(Name of school)* ________ school.

Question: Where is ____________________ school?

Answer: ____________________ school is in ______ *(Name of town or city)* ______.

Question: What school do we go to? Where is it?

Answer: We go to ____________________ school. Our school is in ____________.

Question: Where is ___ *(Name of town or city)* ________?

Answer: ______ *(Name of town or city)* ________ is in Manitoba.

Question: What is Manitoba?

Answer: Manitoba is a part of Canada.

Question: What is the name of our school? Where is it?

Answer: Our school is ___ *(Name of school)* ________. It is in ____ *(Name of town or city)* ____
in Manitoba in Canada.

Question: Where do we live?

Answer: We live in/near ________ *(Name of town or city)* ________, Manitoba, Canada.

Question: What is red and white with a maple leaf in the middle? *(Teacher displays flag).*

Answer: Our flag is red and white with a maple leaf in the middle.

Question: Which country has a flag that is red and white with a maple leaf in the middle? *(Teacher displays flag).*

Answer: Canada has a flag that is red and white with a maple leaf in the middle.

Question: Which flag is red and white with a maple leaf in the middle? *(Shows flag).*

Answer: The Canadian flag is red and white with a maple leaf in the middle.

Question: When people see the maple leaf flag what country do they think of?

Answer: The maple leaf flag makes people think of Canada.

Question: Whose flag is the maple leaf flag? *(Shows flag).*

Answer: The maple leaf flag is the Canadian flag. It is our flag.

Question: What does the white on our flag say? *(Shows flag).*

Answer: The white on our flag says: Be good.

Question: What does the red on our flag say? *(Shows flag).*

Answer: The red on our flag says: Be honest.

Teacher: Every country in the world has its own flag. What is the flag of Canada, our country?

Pupils: Our flag is the red maple leaf, the Canadian flag.

Question: What animal is on the back of a Canadian nickel? *(Shows coin and if possible an enlarged picture or drawing of a nickel).*

Answer: The animal on the back of a Canadian nickel is a beaver.

Question: Why does our nickel have a beaver's picture on it?

Answer: The beaver stands for Canada. It is our national animal. (*Teacher might explain something of the beaver and the meaning of a "national animal"*).

Question: What was used for money in this part of Canada in olden days?

Answer: In the olden days trappers and fur traders used the beaver's skin instead of money.

Question: (*Show a picture of a bison*). Do you know what animal this is? It's a bison or buffalo. Where do you think you could see an animal like this, a bison or buffalo?

Answer: We can see a bison or a buffalo at the zoo in Winnipeg, or at Clear Lake in Riding Mountain National Park. We can see statues of bison or buffaloes in the legislative building in Winnipeg.

Question: (*Show the Manitoba flag, and point to the coat-of-arms with the picture of the bison*). Where is there a picture of a bison?

Answer: There is a picture of a bison on the Manitoba flag.

Question: Why is there a picture of a bison on the Manitoba flag?

Answer: There is a picture of a bison on the Manitoba flag because the bison is Manitoba's animal.

Question: Why is the bison Manitoba's animal?

Answer: The bison is Manitoba's animal because a long time ago, before there were cities or town or farms, there were millions of bison where we live now.

Question: What flower stands for Manitoba?

Answer: The prairie crocus is Manitoba's flower? (*Show picture of crocus*).

Question: Why did we choose the crocus for our flower?

Answer: We chose the crocus because it comes up out of the ground even before the snow has all melted.

Question: Why shouldn't we pick the crocus when we see it growing in the spring?

Answer: We shouldn't pick the crocus because we want it to grow and spread.

Question: Why is it good to live in Canada?

Answer: It's good to live in Canada because: *(Select reasons appropriate to children's understanding).*

- we have enough to eat.
- we can have whatever religion we want to have.
- there are schools for us to go to and everyone goes to school.
- it's a beautiful country with lots of lakes and forests and mountains.
- we can vote when we grow up (and pick the people who make our laws).
- Canada is a peaceful country. We don't want to fight other countries.

(Add to list according to children's or teachers' suggestions).

Question: Canada is a beautiful country. Why do we say it is beautiful?

Answer: Canada is beautiful because: *(Have the children supply reasons from their immediate environment or their travels).*

Question: *(Use a picture of a penny, or better still have children examine a penny).* What do you see on the two sides of the Canadian penny (cent)?

Answer: On one side is a picture of the Queen, on the other side is a maple leaf.

Question: What do you see on the two sides of a Canadian dime?

Answer: The Queen and the Bluenose - a sailing ship.

Question: What do you see on the two sides of a Canadian quarter?

Answer: The Queen and the head of a caribou.

** ** **

OUR FLAG

Our Canadian flag is red and white -
High on its pole it's a lovely sight.

* * *

We salute the flag as it flies high,
Red and white against the sky.

* * *

When the Maple Leaf flag flies on land or sea,
It stands for Canada, our country.

* * *

What does the white on our flag say?
"Try to be good in every way."

* * *

What does the red on our flag say?
"Be honest in all your work and play."

* * *

Canadians feel at home whenever we see
The Canadian flag, wherever we may be.

* * *

Canada's flag is red and white -
Let's salute its maple leaf bright.

* * *

In the middle of our flag is a maple leaf -
Of Canadian signs, this is the chief.

* * *

Canada's flag carries Canada's name
On a ship at sea and at a hockey game.

* * *

SKIPPING AND BOUNCING BALLS OR COUNTING

One, two, three, four,
What do we cheer for?
Canada! Rah, rah, rah!
CAN - A - DA!

* * *

One, two, three, four,
What do we cheer for?
Five, six, seven, eight,
Can - a - da is great!
And nine and ten
Cheer for Canada once again!

* * *

One, two, three, four,
Canada opened wide its door.
Five, six, seven, eight,
Nine, ten, and eleven -
Some called Canada heaven.

* * *

A for Animals
B for Beaver
C for Caribou (Coyote)
D for Deer
E for Ermine
F for Fox -
Canadian animals all.

* * *

JINGLES

(To be sung to the tune of "Jingle Bells")

Here I am, here I am
Happy as can be,
Living in Can-a-da,
In the homeland of the free.

* * *

Sing along, sing along,
Sing with us today,
Manitoba is our home,
And happy is our day.

* * *

Here we go, here we go,
Off to Morden town,
Cobs of corn and apples to eat,
With cider to wash them down.

* * *

Here we go, here we go,
To Altona town,
Sunflowers grow in the fields about
With ripe heads hanging down.

* * *

Here we are, here we are,
Happy as can be,
Living and working in Can-a-da,
The land of liberty.

* * *

Here we go, here we go,
Off to Boissevain,
Tommy Turtle standing tall
With his arms stretched over all.

* * *

Here we go, here we go,
Off to see Gimli,
To see the mighty Viking stand
And the fishing industry.

* * *

Here we go, here we go,
Off to the Austin site,
Where old tractors come to rest
Like monsters in the night.

* * *

Here we go, here we go,
Off to Souris town,
To look for stones in the gravel pits,
To polish and grind them down.

* * *

(Teachers and children may make up jingles related to their own locality and/or familiar sites near the school).

(To be sung to any familiar melody such as "Mary Had A Little Lamb")

We live in Canada, Canada, Canada,
We live in Canada,
Canada is home.

* * *

We love Canada, Canada, Canada,
We love Canada,
Canada is home.

* * *

We learn in Canada, Canada, Canada,
We learn in Canada,
Canada is home.

* * *

We play in Canada, Canada, Canada,
We play in Canada,
Canada is home.

* * *

Canadians like to say hello
Say hello, say hello.
Canadians like to say hello
Make friends where we go.

* * *

Canadians like to sing a song,
Sing a song, sing a song.
Canadians like to sing a song,
As we walk along.

* * *

Canadians like to play games fair,
Play games fair, play games fair.
Canadians like to play games fair,
Have fun everywhere.

* * *

Canadians like to run and play,
Run and play, run and play.
Canadians like to run and play,
Have fun everyday.

* * *

Canadians like to learn at school,
Learn at school, learn at school.
Canadians like to learn at school,
And live by the Golden Rule.

* * *

(To be sung to the tune of "London Bridge")

Manitoba is our province,
Is our province, is our province.
Manitoba is our province,
And we are proud of it.

* * *

Canada is our country,
Is our country, is our country.
Canada is our country,
And we are proud of it.

* * *

Hey diddle, diddle,
The place in the middle
Is Manitoba's spot.
Our rivers run fast,
Our lakes are vast,
And the fish are there to be caught.

* * *

Humpty Dumpty looked down from a cloud.
He saw Manitoba, a province proud,
Rock and evergreen, city and town...
Found it a mighty fine place to come down.

* * *

Jack and Jill went up a hill,
Looking for Manitoba.
Jack looked round and found Pilot Mound,
And Jill found Turtle Mountain.

* * *

BUSY BETTY, THE CANADIAN BEAVER

Busy Betty, the Canadian Beaver says. . .
Good Canadians never leave a spark
When they put out a camp fire in the park.

* * *

Busy Betty, the Canadian Beaver says. . .
Needed to fight a forest fire
Are women and men who never tire.

* * *

Busy Betty, the Canadian Beaver says. . .
I spend a lot of time in the water,
So does my friend, the Canadian otter.

* * *

Busy Betty, the Canadian Beaver says. . .
Canadian muskrats build their house in a slough.
Has a muskrat built a house near you?

* * *

Busy Betty, the Canadian Beaver says. . .
In Canada there are many kinds of deer.
They run very fast when they hear
Any sound that fills them with fear.

* * *

Busy Betty, the Canadian Beaver says. . .
Look at the squirrel running up and down the tree,
Storing nuts and seeds for the winter to be.

* * *

Busy Betty, the Canadian Beaver says. . .
Some Canadian animals have good reason
To change the colour of their fur
For the winter season.
When they are white against the snow,
No one can see where they go.

* * *

Busy Betty, the Canadian Beaver says. . .
Beware, beware, the big brown bear.
She can be fierce when her cubs are there.

* * *

Busy Betty, the Canadian Beaver says. . .
The Canadian skunk is white and black.
Leave it alone! It has a nasty knack
Of squirting smelly spray from its back.

* * *

ONCE UPON A TIME

(Teachers, please refer to the fossils that are so prominent in Manitoba's Tyndal limestone. Illustrations would be suitable).

DID YOU KNOW THAT...?

Once upon a time the place where we live was very different from what it is now.

DID YOU KNOW THAT...?

Once upon a time, millions of years ago, there was a great sea where we live now. Millions of the little animals that lived in that long ago sea have turned to stone. They can still be seen in the rock that once upon a time was the bottom of the sea.

DID YOU KNOW THAT...?

Once upon a time, long after the great sea dried up,
Dinosaurs used to walk
Where we now sit and talk.

DID YOU KNOW THAT...?

Once upon a time, long after the salt sea dried up, and long after the dinosaurs died, all the places in which we live were covered with a thick layer of ice. The ice was thicker than the tallest building you have ever seen; it was so thick it didn't melt even in the summer time. Nobody lived here because it was too cold.

ONCE UPON A TIME (continued)

DID YOU KNOW THAT...?

Once upon a time, long after the salt sea dried up, and long after the dinosaurs died, and long after the ice had melted, there was a big lake where we live now. There were still no people because the land was covered with water.

DID YOU KNOW THAT...?

Once upon a time, long after the salt sea dried up, and long after the dinosaurs died, and long after the ice had melted, and long after the lake was gone, people came to live in the part of Canada where we live now. These first people were Indian people who hunted and fished for food.

* * * *

CANADIANS AT WORK

What makes Canada such a good place to live in? Mostly the people who live here and work here. Canadians have many different kinds of jobs, all of which are important. You can add to the list.

Canadian farmers grow the best of grain.
Whenever there is enough sun and rain.

* * *

It's a dangerous job Canadian firefighters do,
Saving homes and forests for me and for you.

* * *

Canadian letters travel by air;
Our postmen deliver them everywhere.

* * *

Butchers and bakers keep Canadians well fed
With good cuts of meat and wholesome bread.

* * *

Canadian waiters are very able -
They bring menus and food to the table.

* * *

Canadian cashiers do their best to arrange
Our groceries in bags, and to give us change.

* * *

Canadian teachers in Canadian schools
Help children to learn mathematical rules.

* * *

Canadian carpenters work with wood,
Building houses that are solid and good.

* * *

Doctors and nurses give us injections
That keep Canadians free from infections.

* * *

Many Canadians work at making clothes,
Coats and jackets, pants, and shoes and hose.

* * *

Canadian artists help us to understand
The beauty of Canada's wild and rocky land.

* * *

Canadians make music wherever they are -
The plunk of the piano, the strum of the guitar.

* * *

Canadian children sing and play,
Enjoying music in every way.

* * *

Don't be afraid of the dentist's chair.
Canadian dentists treat you with care.

* * *

CANADIANS AT WORK (continued)

Canadian police do a good job,
Catching criminals, such as people who rob.

* * *

Wouldn't it be fun to drive a train,
Pulling loads of Canadian oil and grain?

* * *

If we like food - its taste and looks -
We'll thank Canada's chef's and cooks!

* * *

The jewellers of Canada have made and sold
Bracelets and rings of diamonds and gold.

* * *

So Canadians may eat, the baker mixes dough,
And shapes it into bread, row upon row.

* * *

Three cheers for the teacher who helps us each day
To do hard work and enjoy fair play.

* * *

An important job in Canada is homemaking -
Looking after home and children, cooking and baking.

* * *

Canadians go to the grocery store
For fruit and vegetables, meat and much more.

* * *

Canadians need painters to colour the walls
And ceilings of rooms and closets and halls.

* * *

Canada has writers who tell us stories
About our country and its glories.

* * *

What happens when our car breaks down
And we're a long way from a town?
It's good to see a tow truck arrive;
The mechanic goes to work, and away we drive.

* * *

CITIZENSHIP

We'll be good Canadian citizens in every way -
We'll try to do something good every day.

* * *

Good citizens do not waste
Papers and pencils, crayons and paste.

* * *

Good Canadian citizens know it's right
To settle our quarrels without a fight.

* * *

Good Canadian citizens are never heard
To be unkind to others in deed or word.

* * *

We are good Canadian citizens when
We are helpful to older women and men.

* * *

Good Canadian citizens have in mind
The need to care for animals of every kind.

* * *

It's not hard to be
A good citizen of your country.
All you have to do
Is to treat others as if they were you!

* * *

A good Canadian citizen does not litter,
Or misbehave when left with a sitter.

* * *

WISE WILLIAM THE CANADIAN OWL

Wise William the Canadian Owl says...
We like Canada because of its open spaces -
Lots of room for playing games and running races.

* * *

Wise William the Canadian Owl says...
We like Canada for its animals and birds -
Geese in flocks and deer in herds.

* * *

Wise William the Canadian Owl says...
We like Canada's honey bees,
But not its flies, mosquitoes and fleas!

* * *

Wise William the Canadian Owl says...
We like Canada though north winds blow
And cover the land with ice and snow.

* * *

Wise William the Canadian Owl says...
We like Canada's rivers and lakes,
Get out and enjoy them, for goodness' sakes!

* * *

Wise William the Canadian Owl says...
In Canada's season of summer sun
Play and swim and have lots of fun.

* * *

Wise William the Canadian Owl says...
When crossing the road look both ways -
The traffic is fast on streets and highways.

* * *

Wise William the Canadian Owl says...
A smile is a good way
To begin every day.

* * *

Wise William the Canadian Owl says...
Canada has both mountains and hills.
Skiing on them brings excitement and thrills!

* * *

Wise William the Canadian Owl says...
Canada has trees that are called evergreen,
Pine and spruce and fir in between.

* * *

A PIONEER FAMILY

Once upon a time in a faraway land there lived a family. In the family there were a mother and a father, an old grandmother and two little children, a boy called John, and a small girl called Mary. They were very poor, and often did not have enough to eat. In winter they were cold and not properly dressed.

One day a man came to the village where the family lived, and told them about a country across the ocean called Canada. In Canada, he said, there was free farmland for anyone who was willing to work on it.

Father and Mother and Grandmother talked far into the night before they decided to leave their village. It was hard to say good-bye to their friends and uncles and aunts and people they hand known all their lives. But they thought of Mary and of John, and how wonderful it would be for the children to have a chance to eat and be dressed and - yes, to go to school and learn.

So they packed the few things they owned and tied their clothes in a small parcel and made their way to the city where a big ship was waiting to take them to Canada.

Crossing the ocean was something John and Mary remembered all their lives, not because it was exciting or pleasant, but because they were so sea sick. They and Mother and Father and Grandmother were packed almost like sardines inside the ship with hundreds of other people also going to find new homes in Canada.

5. Finally they reached land. The train that took them part of the way into the centre of Canada - about where we live now - was almost as bad as the ship. But at least Mary and John were able to get off every few hours and walk around and wonder at the big, strange country. They passed kilometre after kilometre of forests and lakes and rocks until at last they came to a small town called Winnipeg.

6. From Winnipeg there was no train. Father, Mother, and Grandmother and the two children walked and walked and walked, along with other people going the same way. It took them two weeks to reach the spot on the prairie that would be their own farm.

7. Winter was coming. The family had no idea how cold the winter in their new country was going to be. It was too late to build a house, and besides they did not have the tools. So they dug a large square hole in the ground, covered it with branches and mud and straw, put a stove into it to keep it warm, and spent the first winter there.

8. There was a lot of work to do. John and Mary and Grandmother worked as hard as Mother and Father, gathering wood to burn, cutting down trees and dragging them to the farm yard, looking for berries, trapping small animals for food, mending clothes, melting snow for water, now and then having visits from neighbours, none of whom lived very close. All the time they were planning what to do when the spring came.

9. Well, at last the spring came. Their land turned out to be beautiful, but hard to plough and plant because no one had ever farmed it before. Father and Mother worked for a neighbour and in return were able to borrow the neighbour's plough. They had no horses or oxen so had to pull the plough themselves. Everyone in the family worked, even little Mary who was about as old as you are.

10. The family planted a garden so they would have food for the next winter. They cleared the bushes and tough grass off the land and planted some wheat so they would have flour, and used the wood they had cut during the winter to build their first real house. Neighbours came from near and far to help them.

11. The first years in the new land were hard, and sometimes they wondered why they had left home and friends to come to Canada. But in a little while they were joined by people from their old village. Everyone got together and built a church and a school. A new village grew up, with stores and a post office. The new land was now truly their home. They were now Canadians.

12. Do you want to know what happened to Mary and to John?

They went to school where they learned to read and write and do arithmetic. They grew up and got married, and had farms near their parents' farm. Their children used to love to hear Grandmother tell stories of what it was like in the Old Country where people didn't have enough to eat, and not all children could go to school. The children also listened with wonder when John and Mary told them about the trip across the ocean, and about the long walk from Winnipeg to the farm.

13. Now there is a paved highway from Winnipeg to the village, and the trip that took two weeks now takes about two hours.

Who knows? Maybe the story of Mary and John is the story of your great grandparents, or even of your great, great grandparents. Many Canadians have stories like Mary's and John's to tell.

A MONTHLY CALENDAR FOR CANADIAN CHILDREN

(This calendar is also included at the Kindergarten level)

In Canada in *September* the leaves come down
From trees and bushes in country and in town.

In Canada in *October* we enjoy Halloween
And fill bags with apples red and green.

In Canada in *November* there's usually snow.
We like to play in it though cold winds blow.

In Canada in *December* it's holiday time
With lights and food and song and rhyme.

In Canada in *January* the ice is thick,
A good month for playing with puck and stick.

In Canada in *February* we make red hearts
Often stuck through with Cupid's darts.

In Canada in *March* the snow begins to melt.
A touch of spring is beginning to be felt.

In Canada in *April* robins and crows
Have come to join the jays and juncoes.

In Canada in *May* we watch fireworks
But stay far away from where danger lurks.

In Canada in *June* we give a cheer
For the twenty-first, longest day of the year.

In Canada in *July* we celebrate
The First - Canada's birthdate.

In Canada in *August* we enjoy summer sports -
Racing and swimming and games of all sorts.

* * *

Special Days

SPECIAL DAYS

Special Days - What Are They?

Traditionally Canadian schools have highlighted special dates that held significance for Canadian children: Thanksgiving, Remembrance, Citizenship, Canada. There are also other dates that might receive special attention so that almost every month of the school year provides an occasion for recalling our Canadian heritage and Canadian responsibilities.

In October, United Nations Day often receives this kind of attention. The celebration of Christmas could be extended to include a presentation of observances not only of Christmas in different traditions, but of mid-winter celebrations in other religions and other cultures. Many of these are represented in the Canadian population, and provide an opportunity to help Canadian children understand their own many-sided heritage. The still unproclaimed Heritage Day in February is a natural vehicle for displaying Canadian history and the contributions of all segments of the Canadian population to that history. March and April are the months of the spring rites, the rejuvenation of the land after the long winter; a special day might be set aside to consider Canada's role in feeding the world, and Canada's dependence on other parts of the world for some of its essential foods. Older children might compare religious observances centred around the spring equinox, festivals of seeding and harvesting spring crops, the stories of Ceres and Hiawatha, the religious festivals of Shavuoth and Passover and Easter, the symbols of liberation and on-going life common to these festivals.

Schools generally set aside the Friday preceding Victoria Day in May to place special emphasis on citizenship, to discuss Canada's role in the Commonwealth, the United Nations and other international bodies. Younger children are encouraged to think about citizenship in terms they can readily understand: behaviour at home, in school and in the larger community, responsibility to one another; the meaning and limitations of the term "freedom". Though Canada Week falls at a time of the year when concentration on preparation for it may be difficult it can help to bring together and focus learnings and attitudes that have been cultivated throughout the year.

Approaches to Celebration of Special Days

If the celebration of special days is not to become routine, a dull and meaningless exercise, the children for whom the celebration has been arranged must be involved both in the planning and the implementation of programs, whether these programs take place in individual classrooms or in the school auditorium. It is not enough for teachers to set up a program, prepare a choir and bring in a speaker. Indeed, unless speakers know how to talk with young children, their level of interest, the brevity of their attention span, their background of information, the "talks" are more likely to kill than to stimulate interest. It is suggested, therefore, that children, with teachers' help and advice, decide on the items of programs and participate actively in the program items with as many children as possible involved in the process. Children may, to whatever extent is feasible in a given situation -

- act as masters of ceremony or chairpersons.
- be soloists.
- take part in orchestras, choirs, groups and in mass singing.
- prepare for the program by being asked to write verses, stories, playlets, descriptions, expositions appropriate to the various occasions.
- design posters advertising the Day, to be displayed around the school, in classrooms and if feasible in public places in the community.
- design bulletin boards for the classrooms, corridors, school library, school office, based on the theme of the Day.
- take part in pageants, plays, debates, panel discussions, and give talks on the theme of the Day.
- invite parents and friends to the programs; when programs take place in individual classrooms, set up exchanges with other classes or grade levels so that children may have a fresh audience.
- take still photographs, and/or if equipment is available, make tapes, audio and video, or films of all or parts of the proceedings for later evaluation, discussion, and/or inclusion in school archives.
- make up a kit or booklet of materials prepared for the special days, including materials that could not be used in the programs so that all children may feel that what they have done was valuable and valued. All pupils should receive a copy of the booklet or kit.

It is impossible to stress sufficiently the importance of having "live" programs in which children participate as performers and as audiences. Total school involvement is also desirable but not essential. Individual teachers, or groups of teachers working together, can stimulate interest in their students, by display of materials and sharing of performances in the school as a whole. The support and enthusiasm of the principal can do much to make the special days high points of the school year.

Materials for Use on Special Days

Criteria for the selection of materials for use in special days' programs are simple.

- The materials should be of such a level that they are understood by the children who are using them.
- Teachers should make available to children a range of materials on which children can draw when called upon to write about the special day, or prepare pageants or playlets.
- The information contained in the materials should be accurate.
- Since the programs are intended to be celebrations, as far as possible the materials should not be controversial, though they need not be lacking either emotional or intellectual content on that account.
- At least some of the materials should be drawn from the community in which the children live, but always there should be materials common to the larger Canadian community.
- The intrinsic interest of the material should be an over-riding consideration. Having children make the final selection or using materials they have created, written, or produced is essential to maintaining interest.
- The purpose of the special days' celebrations should always be borne in mind: to help children understand what it means to be Canadian, what responsibilities go with being Canadian, the nature of Canada's multicultural background, the role that Canada plays in the world.

Every special day has values in addition to its Canadian connotations. These values should enhance the Canadian nature of the celebration, just as the Canadian context of the celebration should give special meaning to the central theme of the day itself. Remembrance Day, for example, honours Canadian war dead. Its celebration, however, emphasizes the need for peace in the world. The celebration of spring can spotlight the ethnic and cultural mosaic that is Canada, and point to Canada's place as a world food supplier. It can also help create understanding of different religious beliefs and traditions that are found in different parts of the world and have been transplanted onto Canadian soil, thereby showing that Canada is related to the world community in a special kind of way.

Pupils Activities in Preparation for a Special Day Program.

(1) Allow enough lead time for adequate preparation.

(2) Lay the groundwork for the special day. Identify it. Have pupils discuss the reason for it, and the activities that might be associated with it. Such discussions can best take place in small groups of four or five children who then report their discussions to the whole class. Discussion should be brief, no more than five or six minutes, and structured to the degree that in each group someone is selected or delegated to report on specific matters.

(3) Decide as a class, or if the program is to involve the total school, with pupil representation from every class level, the form that the program will take, e.g., an assembly, a parade, an "ethnic day", a "pioneer day", the making of a film or tape, etc.

(4) Set up committees of pupils, under teacher direction, to which various parts of the program may be assigned. It is desirable to have a teacher (or teachers for a total school project) as coordinator. If items are to come from several classes, every class involved should have its own committee. Pupils should also have a clear understanding of the program item or the part of program which they are expected to contribute.

(5) Have as many children as possible take part in the activities. The activities should provide a variety of jobs so that no pupil is left out, e.g., if a backdrop is required, or a mural is planned, several children are needed to fill in background colours; if a booklet is part of a project, illustrators, printers, "bookbinders" to staple or tie the pages, all perform valuable tasks that should be recognized in the credits at the front or back of the booklet. Ushers can serve a useful purpose. Drummers, using makeshift instruments, can beat time for a parade around the school, playground or neighbourhood. Props and costumes are needed for plays, pageants and parades. All pupils should write or record on tape materials from which one or more items are selected for presentation at a class or school assembly program. (See samples of writing by Grade VI pupils).

SUGGESTED THEMES AND SONGS FOR "SPECIAL DAYS" PROGRAMS

(The numbered items are the titles of songs that teachers may consider appropriate for use in "Special Days" programs.)

OCTOBER .Thanksgiving and United Nations.

Canada is a member of the world community through the United Nations, hence our participation in the UNICEF collection program at Halloween time.

1. *I'd Like To Teach The World To Sing*
2. *It's A Small World*
3. *What The World Needs Now*
4. *Let There Be Peace On Earth*

NOVEMBER .Remembrance Day reminds us to be thankful for a way of life that Canadian men and women died for in two World Wars, a heritage which we can enjoy and pass on to later generations.

1. *Canada, We Praise Thee*
2. *Land Of The Silver Birch*
3. *For The Beauty Of The Earth*

DECEMBER .Most people of the northern hemisphere celebrate a mid-winter holiday. Christians celebrate Christmas, Jews Hanukah. Other people express their joy at the solstice, the beginning of lengthening days of sunshine. In classrooms where there are children of other than the majority religion or culture, teachers have an additional resource on which to draw. The mid-winter holiday, whatever it commemorates, is a happy occasion, and the songs reflect its gaiety.

1. *Vive Le Vent; Vive La Compagnie*
2. *The Christmas Tree Carol*
3. *Hanukah*
4. *The Kelligrews' Soiree*

JANUARY .The beginning of the new year generally brings forth new resolutions and it's a good time to remind ourselves that Canada is composed of many different peoples, each making a contribution to our country.

1. *Canada Is*
2. *New World In The Morning*

FEBRUARY .Heritage Day is a good time to remember the contributions of our pioneers, in particular the struggle which both men and women faced to develop Canada.

1. *Hurlin' Down The Pine*
2. *Chanson Du Voyageur*
3. *Nova Scotian Farewell*
4. *Come All You Bold Canadians*

MARCH .The approach of springtime can be anticipated at this time and the theme of winter's gradual retreat brings forth lively music.

1. *Donkey Riding*
2. *Cod Liver Oil*
3. *Vive La Canadienne*
4. *Springtime In The Rockies*

APRIL .The planting of gardens and the celebration of May Day in most countries around the world can be used as a theme to remind pupils of the necessity of labour and the dignity of all work. Canada's special contribution as a source of basic food can be stressed, as well as Canadian dependence on other countries for much of its food.

1. *Savez-vous Planter Les Choux?*
2. *The Squid Jiggin' Ground*
3. *The Lumberjack's Alphabet*
4. *Black Flies*

MAY

.Manitoba Day on the twelfth of this month provides a good opportunity to concentrate on local as well as provincial history and traditions.

1. *Red River Valley*
2. *Moody Manitoba Morning*
3. *Boissevain Fair*
4. *Vla l'Bon Vent*

.Citizenship Day is usually observed on the Friday preceding the long week-end.

1. *This Land Is Your Land*
2. *Ca-na-da*

JUNE

.The last month of the school year is a good time to summarize what the year has been all about. Although Canada Day falls on July First, June can be used to prepare students to recognize and appreciate the value of what we have in Canada.

1. *O Canada*
2. *Bonjour Mon Ami*
3. *Ca-na-da*
4. *Consider Yourself (One Of The Family)*

* * *

Most of the songs suggested here appear in:

FOLK SONGS OF CANADA - compiled by: Eunice Boardman
Beth Landis
- published by: Holt, Rinehart & Winston Inc. Copyright 1966, 1971

EXPLORING MUSIC, BOOK 3 - compiled by: Edith Fulton Fawke
Richard Johnston
- published by: Waterloo Music Co. Ltd., Waterloo, Ontario 1954

SAMPLE PROGRAM FOR A SPECIAL DAY

The format suggested here may be adapted to any of the special days, and may be varied in a number of ways. e.g., instead of the Reading, there might be a pageant or a playlet, or choral reading. One or more musical numbers, vocal or instrumental might be added according to the resources of class or school.

The sample program is organized around the theme of Canada and lends itself to use either in May for Citizenship Day or at the end of June in preparation for Canada Day.

CITIZENSHIP DAY

O Canada (two verses in English or one English verse, one French verse)

Choice of a song or songs sung by a choir or a smaller group of children

e.g., *Canada Is*
This Land Is Your Land
Dans Mon Pays

A Reading either by an individual or a group of children

e.g., *I Am a Canadian* - by John Diefenbaker

A song in which all students join

e.g., Anyone of those noted above
Vive La Canadienne
Ca-na-da

A Poem or Prose Selection written by a student on a topic related to Canadian Citizenship

e.g., *What It Means To Me To Be A Canadian*
At My Age How Can I Be A Good Citizen?
Why Vote In Elections?
Why Is Freedom Of Speech Important?
The Canadian Mosaic
Canada - A Member Of A World Family

God Save The Queen

CANADIANS SPEAK ABOUT CANADA AND CANADIANS

I AM A CANADIAN

My creed as a Canadian is summed up in these words:
I am a Canadian, a free Canadian
free to speak without fear,
free to worship God in my own way,
free to stand for what I think right,
free to oppose what I believe wrong,
free to choose those who shall govern my country.
This heritage of freedom I pledge to uphold for myself
and all mankind for I am a Canadian.

- JOHN DIEFENBAKER

** **

The wholesome sea is at her gates
Her gates both East and West,
Then is it strange that we should love
This land, our land, the best?

- J.A. RITCHIE (Quoted in
Canada One Hundred, 1867-1967,
published under the Authority
of the Minister of Trade and
Commerce, Queen's Printer, Ottawa)

** **

CANADIANS SPEAK ABOUT CANADA AND CANADIANS (continued......)

Not long ago I spent a year travelling in Asia. On my way back from Tokyo, I disembarked at Vancouver at four in the morning and found myself in tears because I saw the space we have compared to that of Tokyo - it was incredible. That any group of people could be as fortunate as us - to have this air, this space...it was miraculous, and I kissed the Canadian soil in gratitude.....To this day I do not understand why we cannot say more openly, more often, how much we love this place, how privileged we are to live here.

- John Hirsch, excerpted from
a speech delivered At Carleton
University, Ottawa, by
permission from the author.

* * * *

The following poems may be found in THE BOOK OF CANADIAN POETRY,
3rd edition, ed. by A.J.M. Smith, and published by
W.J. Gage, Toronto

SONGS OF THE HAIDA,	Translated by H.H. Fraser
TRANS CANADA	by F.R. Scott
FAREWELL TO WINNIPEG	by Roy Daniels
COUREURS DE BOIS	by Douglas Le Pan

* * * *

EXAMPLES OF WORD GAMES CHILDREN CAN PLAY IN PREPARATION FOR SPECIAL DAYS PROGRAMS

Acrostics. . . . .

FROM COAST TO COAST

C lear skies and fresh air
A cross our wide land;
N ature's wonders from coast to coast,
A tlantic to Pacific
D ark forest towering over deep lakes,
A ll part of our beautiful country.

* * *

CANADIANS - WHAT WE WOULD LIKE TO BE

C ourageous
A mbitious
N otable
A dventurous
D aring
A greeable

* * *

MANITOBA

- Laurie Wilson, Grade VI

M is for the men who explored despite their fears,
A is for the active lives of all our pioneers.
N is for the nations whose people settled here.
I is for the Indians to whom this land is dear.
T is for the trees that make our forests fair.
O is for the open plains with fresh, inspiring air.
B is for the buffalo that roamed these plains for years.
A is for the attitudes that overcame all fears.

* * *

(See also examples in daily readings - Manitoba, Brandon)

EXAMPLES OF WORD GAMES CHILDREN CAN PLAY IN PREPARATION FOR SPECIAL DAYS PROGRAMS (continued...)

Anagrams. . . . .

MAPLE LEAF: Feel a palm; Female pal; Leap, flame!

OUR FLAG: A fur log; For a lug; Goal - fur!

MANITOBA: Ma in boat; Boa in tam; I nab a Tom; I'm not a B.A.

BEAVER DAM: Am ever bad; Made a verb; Be mad! Rave!

*** ***

EXAMPLES OF CHILDREN'S WRITING

(These items were written as the result of a Manitoba Schools Broadcast of the Let's Write Series)

WHY FLUTTER LITTLE FLAG?

- Harley Wong, Grade VI

Why flutter little flag?
You represent our land.
You are more than a piece of cloth.
People salute you always.
A story you contain,
Of Canada's freedom and her people,
To remain in our hearts forever.
Why flutter, lovely flag?

Why flutter little flag?
You mean to us
Warmth in our hearts,
Canada strong and free.
Standing glorious and proud,
Do you now understand
Why so bravely you fly for us?
Why flutter, dear flag?

Our Canadian flag flies
Gloriously forever.
We may die,
We may be conquered,
But in our hearts
Our flag flies forever.

*** ***

EXAMPLES OF CHILDREN'S WRITING (continued......)

OUR FLAG

- Ewhenia Pelech, Grade VI

What does our flag mean to you?
To me it is more than a piece of cloth.
It does not only symbolize our country.
It means more, much more than that to me.
When I look up at our flag,
I see Canada in that maple leaf:
A rich land stretching from sea to sea,
Green forests, mighty rivers, lakes - large and small.
Spreading fields of golden wheat,
Mountains topped with icy jewels -
I see more than a piece of cloth;
I see a growing nation in our flag.
A growing nation strong and free.

* * *

HENRY KELSEY

- Philip Shead, Grade VI

I roam the plains
In search of buffalo.
As you know my eyes have seen many strange sights
I was the first white man to see a buffalo round-up.
With fifty mounted warriors, painted and gleaming in the bright sun,
I, too, charged those awkward, humpbacked creatures.
Now in my dying days
I wonder how many others will follow my paths.
How many others will kill those savage beasts?
I hope I was right in leading the white man to these plains.
I hope I die still praised by my Indian friends.

* * *

EXAMPLES OF CHILDREN'S WRITING (continued....)

THE WHITE MEN

- Lindsay DuVal, Grade VI

They came to this land with canoes and gun.
They killed our buffalo and called it fun.
They gave us fire-water and took our fur,
This was their trap, only a lure.

They killed the people of our tribe,
Their beads and such were just a bribe.
They used our skills to take our land -
That's how they killed a mighty band.

* * *

LIFE ON THE PRAIRIES

- Deborah Mutimer, Grade V

I love the golden prairies
And their flowers so gay,
Their swinging, swaying treetops
On a summer's day.
I love to watch a garter snake come slithering past,
And see the rabbit family
Quickly hopping past.
I love to watch the buffaloes
Go trampling by
And see the bright stars twinkle
In the wondrous sky.

* * *

Patriotic Observances

Grade 2

MANITOBA
DEPARTMENT OF EDUCATION

CONTENTS

INTRODUCTION Page 1

.Objective

.The Materials

    (1) Content Pages 1 - 2
    (2) Organization Pages 2 - 3

.Implementing the Program Pages 3 - 4

A CHILDREN'S "O CANADA" or A NATIONAL ANTHEM FOR CHILDREN Page 5

WHERE ARE WE? Page 6

THE FLAG AND OTHER CANADIAN SYMBOLS Page 7

ONCE UPON A TIME Pages 8 - 12

WE LOVE CANADA

-Natural Wonders Pages 13 - 15
-Animals and Birds Pages 16 - 17
-Trees and Flowers Pages 18 - 19

CITIZENSHIP Page 20

AN INDIAN LEGEND - THE WHITE HORSE Page 21

A CANADIAN CALENDAR Page 22

CANADA'S SEASONS Pages 23 - 24

CANADIANS AT WORK Pages 25 - 27

AN ALPHABET OF MANITOBA PLACES FOR SKIPPING AND BOUNCING Page 28

JINGLES TO THE TUNE OF "JINGLE BELLS" Page 29

PATRIOTIC OBSERVANCES

Introduction

OBJECTIVE

Materials and suggestions that follow are intended to rouse an awareness in children of their Canadian identity. At a time when the very young are exposed for many hours a day to situations and ideas that come from outside Canada, the school - if no other agency - should make an effort to bring to their conscious attention their immediate Canadian environment, and the symbols which identify Canada and Canadians at home and abroad. A few seconds a day will not alone achieve that goals, but it is hoped that daily mention of Canada and things Canadian, constant reminders to children that they are Canadians, and classroom symbols such as the flag and the beaver will lead to a stronger identification with their country than many children now seem to have. If the program is successful children should be left with the thought and the feeling that they belong to Canada and Canada belongs to them, but not with the thought or the feeling that their country is the only one in the world of any consequence or the one that is always right.

THE MATERIALS

(1) Content

(a) Whenever feasible the words Manitoba, Canada, Canadian have been incorporated into items.

(b) Most of the items are short so that the time occupied to present them does not cut noticeably into regular school programs.

(c) In many cases rhyme and rhythm have been used to reinforce learning and to keep interest alive.

(d) Repetition is important. Some of the items are cumulative and so incorporate the necessary repetition; others should be repeated until children are thoroughly familiar with them.

(e) Teachers are asked to adapt and/or explain items that seem to be above the vocabulary level of their pupils. It is not, however, suggested that teachers undertake to teach the content of each item, since children need not understand totally the meaning of every word or every item in order to enjoy it and have left a residue of comprehension. As with nursery rhymes and cumulative tales, part of the pleasure and the learning is derived from the sound and the familiarity of the materials.

(f) The materials have been planned to contain some familiar content. Accordingly there is a certain amount of repetition of material from previous years. Children also begin with what is close to them, and known to them such as their school and their town, and move on to their province and their country.

(2) Organization

(a) The materials are organized on the basis of several themes. Teachers need not move consecutively through the items in each theme, but may well "mix and match" according to the day-by-day requirements of their pupils.

(b) Repetition is an important part of the program. There will be times when teachers may want to spend a week or more on a single item, especially if it is being prepared for use on a "Special Day". Other items may be repeated once a week or once a month, or at whatever intervals seem suitable or necessary to set them firmly in children's minds.

(c) More items are included than most classes will require for a daily program. Teachers will therefore be able to select what they prefer to use.

(d) It is hoped that teachers will add items of interest as they appear in the daily news, in children's reading, and elsewhere in the curriculum.

IMPLEMENTING THE PROGRAM

Patriotic Observances should take place preferably at the beginning of every school day, immediately following the singing of O Canada. The success of the program depends largely on the teachers who will be using it with their classes. An understanding of its objective, familiarity with the materials so that they can be used at appropriate times and be adapted to the specific needs of children, and a commitment to use the program daily will make the attainment of its goal more likely, and certainly more interesting for pupils.

Participation beyond mere listening is desirable. In many cases the day's selection should be written on the chalkboard, or be otherwise available on chart paper or transparency, so that pupils may read as well as hear and repeat it. For cumulative readings the selections for successive days should "grow" on the chalkboard or chart. Reading in chorus, responsive reading, and reading by individual pupils should all be used.

Children may also contribute items in the form of acrostics, another Canadian or Manitoba alphabet, jingles based on nursery rhymes, rhyming couplets, and current topics.

The section on Canadian Seasons might be broken up so that each item appears several times during the month for which it was written; or the items may be related to printing and/or handwriting to provide practice in the writing of capital letters, or to the spelling program to reinforce the correct spelling of difficult names of the months.

Always, teachers should be aware of the objective of the program: to rouse in children an awareness of their Canadian identity, without chauvinist overtones. Accordingly the fact should be impressed on them that their home and their school and the school district or division are within Manitoba, and that Manitoba is part of a larger unit, Canada. Some children at this level may also be interested in knowing that Canada is part of a still larger unit, North America, which in turn is part of the planet Earth, in the Solar System, in the Galaxy of the Milky Way, in the Universe.

*** ***

IT IS ADVISABLE THAT TEACHERS READ THROUGH THE WHOLE PROGRAM BEFORE BEGINNING TO IMPLEMENT IT. THEY MAY THEN PUT TOGETHER SERIES OF ITEMS THAT MEET THE NEEDS OF THEIR OWN CLASSES, AND MAKE SELECTIONS THAT ARE APPROPRIATE TO THE TIME OF THE YEAR AND THAT, IF FEASIBLE, MAY CORRELATE WITH THE CONTENT OF REGULAR SCHOOL PROGRAMS.

A CHILDREN'S "O CANADA" OR A NATIONAL ANTHEM FOR CHILDREN

O Canada, we're proud to call you home.

Your fields of wheat give food to all the world.

Your forests green and mountains high

Are beautiful to see.

From east to west, O Canada,

You call on us to be

Honest and fair

In all we do.

O Canada, we put our trust in you.

O Canada, your children love you.

* * *

All of us sing our national song

To let the world know

That to Canada we belong.

* * *

WHERE ARE WE?

(Questions and answers should take the form of responsive readings, or even of chanting, with the rhythm and the tone set by the children themselves. Some of the questions and answers lend themselves to cumulative repetition, a format to which children respond well).

Our school is in (*name of village, town, city, or school division*).

Our school is in (*name of location*) in the province of Manitoba.

Our school is in (*name of location*) in the province of Manitoba in the country of Canada.

Our school is in (*name of location*) in the province of Manitoba in the country of Canada on the continent of North America.

Our school is in (*name of location*) in the province of Manitoba in the country of Canada on the continent of North America on the Planet Earth.

With some classes it may be feasible to continue:

Our school is in (*name of location*) in the province of Manitoba in the country of Canada on the continent of North America on the Planet Earth in the Solar System.

Our school is in (*name of location*) in the province of Manitoba in the country of Canada on the continent of North America on the Planet Earth in the Solar System in the Galaxy of the Milky Way in the Universe.

*** *** ***

THE FLAG AND OTHER CANADIAN SYMBOLS

(To the tune of "Happy Birthday To You")

Flying proudly above, flying proudly above,

Flying proudly is the Maple Leaf,

The flag that we all love.

**   **   **   **

The Maple Leaf waves for you and me.

It stands for Canada, proud and free.

**   **   **   **

Canada's beavers are hard-working.

You'll never find a single one shirking.

**   **   **   **

In Canada of old

Things were sold

For beavers' skins

Instead of gold.

**   **   **   **

Look at our flag against the sky

The Maple Leaf flying free and high.

**   **   **   **

Our Maple Leaf is a sign

Of a country that's yours and mine.

**   **   **   **

Not only are the beavers on Canada's nickels.

Alive they can turn large streams into trickles.

Their sharp teeth cut down all kinds of trees

To build large dams wherever they please.

**   **   **   **

In spring the prairie crocus,

Manitoba's flower,

Pokes its furry head

Through the melting snow.

Little purple flower,

Manitoba's crocus.

**   **   **   **

ONCE UPON A TIME

Once upon a time, millions of years ago, mighty dinosaurs lived where we are living today. You can see a model of one of them in the Manitoba Museum of Man and Nature in Winnipeg.

** ** **

Once upon a time, millions of years ago, there were no dogs or cats or bears or gophers or deer in the whole wide world, and no human beings at all, but many kinds of insects were alive where we live now. Do you think they bothered the dinosaurs the way they bother us?

** ** **

Once upon a time, thousands of years ago, the province of Manitoba where we live now was covered with ice. The ice was many kilometres thick. The weather was so cold that nothing could grow, and only a few animals were to be found near the edge of the great field of ice.

** ** **

Once upon a time, when the ice began to melt most of Manitoba where we live now was a big, big lake, with little islands in it where we now have hills. We have given this big lake a name: Lake Agassiz. (If your school is in Agassiz School Division, you know how it got its name).

** ** **

Once upon a time, when the water ran out of the big lake, and only the lakes and rivers we have now were left, Indian people moved into the land. They lived by hunting and trapping, and made fine tools of stone and bone.

** ** **

Once upon a time, thousands of years before people came from Europe to live here, Indian people made beautiful clothing from the skins of the animals they hunted for food. They embroidered their clothing with the quills of porcupines, and the feathers of birds. They used dyes made from grass and leaves and flowers to colour the embroidery.

** ** **

Once upon a time, there were no horses at all in Canada. The Indians who lived here sometimes used dogs to help them pull heavy loads across the prairie. In those long ago times there were no wagons or carts, so the Indians made a kind of sled called a travois (trav-wah) and harnessed the dogs to the travois.

** ** **

Once upon a time, not so long ago, the Inuit (Eskimos) still used dogs to pull heavy loads across the snow. Their sleds slid easily over the frozen ground, and teams of seven or eight dogs could pull hundreds of kilograms of weight. Nowadays there are more snowmobiles than dog sleds in the far north.

** ** **

Over two hundred years ago horses came to the Canadian prairie where we live now. Having horses made it much easier for Indian people to move from place to place, following the animals they needed for food and clothing and to make their tents. The Indian people of this part of the world became marvellously good riders. Sometimes it seemed as if the horse and the rider were one living creature!

** ** **

Once upon a time, in Europe, hats made of beaver hair were very fashionable. People risked their lives to get beaver skins for these hats. The beaver became such an important animal that its skin was used for money in Canada in those faraway days.

** ** **

When the Indians who lived in western Canada first saw people from Europe they thought those people looked very odd. Their skin was pale, their hair was a strange colour, and their blue, gray and green eyes seemed to the Indians to give their faces a peculiar look. Nowadays we are used to people looking different from one another, and find the differences interesting.

** ** **

Once upon a time the Indian people who lived where we live now made tents of buffalo hide and deer skin, and lived in these tents all year round. When they wanted to move to a new place they took down the tents and took them along to the new camping ground. These pointed tents were called tipis.

** ** **

Once upon a time there were thousands and thousands of buffaloes living on the prairie grass where our farms and towns and cities are now.

** ** **

Once upon a time when the buffaloes were frightened and ran across the prairie the pounding of their feet sounded like the roll of thunder! It could be heard many kilometres away.

** ** **

Once upon a time the buffaloes were hunted by the Indians for food and for their skins. The Indian hunters needed the buffaloes, and killed only as many as they could use right away. The Indians treated the buffaloes as important animals who shared their place in the world with the Indians.

** ** **

Husky dogs once carried the Eskimos
'Cross Canada's windblown northern snows.
Now the roar of snowmobiles
Startles the polar bears and Arctic hares.

** ** **

If you're lucky - it's been said -
You may find an arrowhead
Used by an Indian long ago
In days when he hunted the buffalo.

** ** **

The coureurs-de-bois were the hardy crews
Who packed the furs and paddled the canoes.

** ** **

The voyageurs paddled their canoe
Through raging rivers and lakes so blue.

** ** **

Once upon a time
Dinosaurs used to roam
Where we now make our home.

** ** **

Once upon a time bison were hunted by Indian peoples
Where now stand houses, skyscrapers and church steeples.

** ** **

Once upon a time Canada had no roads or rails,
People had to follow the faintest of faint trails,
Rivers were the roads of those long ago days,
In summer for boats, in winter for sleighs.

** ** **

On long ago Canadian farms
Children had to be hard workers.
There was no room and no food for shirkers.

** ** **

WE LOVE CANADA

Natural Wonders -

Canada stretches from sea to sea,
A country that belongs to you and me.

** ** **

Is anything lovelier than a Canadian river or lake?
More beautiful by far than anything a human can make!

** ** **

We love Canada's mountains high,
Topped with snow in hottest July.

** ** **

We love Canada's open skies,
And the glow of sunset and sunrise.

** ** **

We love Canada's natural wonders,
From the ice of the Arctic to Niagara's thunders.

** ** **

We love Canada's fields of grain
Turning ripe under the sun and rain.

** ** **

Have you ever looked down from a plane
Over Canada's fields of grain?

117

** ** **

We love Canada's prairies, windswept and free,
Stretching away as far as the eye can see.

** ** **

We love Canada's forests and rocks,
Homes for the deer, the moose and the fox.

** ** **

We love Canada's sandy beaches,
Where the waves roll in and the seagull screeches.

** ** **

We love Canada's waterfalls
On rivers rushing between rocky walls.

** ** **

It's a beautiful world we Canadians see,
Whether we look at a cloud or a single tree.

** ** **

Canadians have a lot to love:
The lakes, the land, the skies above.

** ** **

Aren't our prairie sunsets beautiful? In other parts of the world the sunsets are not as long as they are here, and the sky is more orange than red. Our sky is red because we live so far north. The name for the time of day when the sun is setting is twilight - a time of two lights, half day and half night.

** ** **

The Canadian prairies don't have many hills or anything else to stop us from seeing all around us for many kilometres in every direction. People who live on the prairies or like to travel over them love the open feeling we get. We enjoy being able to see the full circle of the sky.

** ** **

Do you like to look up at the sky,
And see the clouds up there so high?
Or watch a storm come rolling in?
Or the sky change colour when the days begin?
Every hour, O Canada,
Brings a sight
To thrill the heart
And wake delight!

** ** **

WE LOVE CANADA

Animals And Birds -

Canada is famous for its animals and birds
They move across our country in flocks and herds.

** ** **

In Canada's open spaces
We have set aside places
Where no bird or beast faces
A hunter's gun.

** ** **

It is no surprise
To see, high in the skies,
A Canada goose
On the loose.

** ** **

"Beaver, beaver, what are you doing?"
"Before the waters freeze
I am cutting down trees;
Their tender bark I am chewing."

** ** **

Thrilling is the robin's song.
It ends the Canadian winter long.

** ** **

On every Canadian nickel you can see
A beaver working hard, like you and me.

** ** **

The Canada jay is a faithful bird.
Through our long winter its cry is heard.

** ** **

The little sparrow is a common bird,
But all winter long its chirp is heard.
Feed it and help it stay alive,
So Canada's winter it may survive.

** ** **

Yes, we care, we do care
For the grizzly bear and the Arctic hare,
And the whitetail deer, gentle and mild -
For all of Canada's animals wild.

** ** **

The Canada geese have built-in clock -
In spring to Canada's North they flock.

** ** **

WE LOVE CANADA

Trees And Flowers -

We love Canada's beautiful trees.

Their berries feed the birds and their blossoms the bees.

** ** **

Trees are our friends and need to grow;
They give us pleasure wherever we go.

** ** **

Canadians, please,
Be kind to trees.
Don't strip their bark or their branches break.
Let them live long for everyone's sake.

** ** **

Canada has trees of many a kind.
In British Columbia you will find
Redwood trees with trunks so wide
You could build a house inside.

** ** **

Furry pussy willows bring
Canadians news of the beginning of spring.

** ** **

Trees are planted around a Canadian farm,

When north winds blow, to keep it from harm.

** ** **

A very good gift for Canadians to give
To faraway friends wherever they live
Is maple syrup and maple candy
Made from the sap of the maple tree.

** ** **

We enjoy Canada's flowers,

Brought to bloom by early showers.

** ** **

Canada's wild flowers grow everywhere -

They brighten the roadsides and perfume the air.

** ** **

Crocus and dandelion welcome the spring,
Mushrooms grow in a fairy ring.
Brown-eyed Susan and Queen Anne's lace
Often share the very same space.
Bright and beautiful you will find
Canadian wild flowers of every kind.

** ** **

Canadian wild flowers are a great treasure.
For many months they give us great pleasure.

** ** **

A Canadian garden is a lovely thing
In autumn, and summer and in spring.

** ** **

Canadian flowers the good news bring:
"Winter is over! Enjoy the spring!"

** ** **

CITIZENSHIP

Canadians may be of different races,
But there is pride in Canada on all our faces.

** ** **

Canadian citizens are of many religions and races.
Our ancestors came from many different places.

** ** **

Good Canadian citizens know it's right
To settle our quarrels without a fight.

** ** **

We'll be good Canadian citizens, now and always -
We'll try to be honest and truthful in all our ways.

** ** **

Good citizens do not waste
Papers and pencils, crayons and paste.

** ** **

We don't have the choice of being happy or sad,
We do have the choice of being good or bad.
Canada needs citizens who make the right choice.
For honesty and kindness lift up your voice.

** ** **

We'll be good Canadian citizens in every way -
We'll try to do a good deed every day.

** ** **

We'll be good Canadian citizens without blame,
We'll be kind to animals wild and tame.

** ** **

AN INDIAN LEGEND - THE WHITE HORSE

(May be read as a whole or in two, three or four instalments)

Have you seen the statue of the huge white horse beside the highway on the road from Winnipeg to Portage la Prairie? The horse is part of a sad story.

Once upon a time a beautiful Indian maiden loved a chief of the Cree tribe. The chief gave her father a handsome snow-white horse and married the beautiful maiden. But another chief, a Sioux Indian, also wanted to marry the maiden. When he heard she had married the Cree, he was very angry, and set out to kill both the bride and her Cree husband. The young lovers tried to escape, both riding the handsome snow-white horse, but the angry Sioux chief caught them. The snow-white horse got away. The story says that for years it was seen running, running, running over the prairies, looking for the dead lovers. The part of Manitoba where all this is said to have happened is still called White Horse Plains. If you believe in ghosts, some day you may even see the handsome snow-white horse roaming the countryside, or hear his high whinny as he calls out to the two young lovers.

** **

A CANADIAN CALENDAR

In Canada in *January* the north winds blow.
Girls and boys like to play in the snow.

** ** **

In Canada in *February* we like to send
A hand-made Valentine to a friend.

** ** **

In Canada in *March* we may be seen
To honour the Irish by wearing something green.

** ** **

In Canada in *April*, on the very first day,
We fool our friends in every way.

** ** **

In Canada in *May* the wild flowers grow
And we plant our gardens row by row.

** ** **

In Canada in *June* during the year's longest days
There's time to enjoy the sun's warm rays.

** ** **

In Canada in *July* on the very first day,
We celebrate Canada's Happy Birthday!

** ** **

In Canada in *August* there's ripening of the crops
Fruits and vegetables brighten the shops.

** ** **

In Canada in *September* we are back at school.
The autumn air is turning cool.

** ** **

In Canada in *October* we put on masks.
"Who are you?" everyone asks.

** ** **

In Canada in *November* we remember with pride
Those who for Canada fought and died.

** ** **

In Canada in *December* we see the sun
Low in the sky till the short day's done.

** ** **

CANADA'S SEASONS

The curled up brown leaves of Canada's fall
Give a warning of winter to us all.

** ** **

The fall in Canada is a fine time of the year;
The colours are beautiful, the sky is clear.

** ** **

Winter in Canada, with its snow and ice,
May be cold, but it's very, very nice.

** ** **

Canadian children think it's nice,
When the slough water turns to ice,
To put on our skates
And do figure eights.
We have fun in the snow
Wherever we go.

** ** **

In Canada's snowy countryside
Little white rabbits don't have to hide.
Unless they move they can't be seen;
Only their footprints show where they've been.

** ** **

Spring in Canada brings birds and flowers
To brighten all our waking hours.

** ** **

In Canada's spring
The robins sing;
We hear the crows cawing,
Everywhere the snow's thawing.
Take care! The ice is thin!
Don't walk on it! Don't fall in!

** ** **

The Canadian spring
Is a wonderful thing!
Winter is over, summer on the way,
Joy fills every lengthening day.

** ** **

Summer in Canada is a time for fun,
A time to play games and to lie in the sun.

** ** **

In Canada in summer there is time for all
To skip and run and to play ball.
Long is the day and short the night -
How we hate to go to bed in broad daylight!

** ** **

CANADIANS AT WORK

Milk and meat and flour for bread -
Canadian farmers keep the world fed.

** ** **

By Canadian engineers designed and built,
Satellites through space circle and tilt,
Bringing us television from far and near
Sports, news and shows to see and to hear.

** ** **

Though garbage collectors may not be wealthy,
The work they do keeps Canada healthy.

** ** **

The Canadian doctor, pharmacist and nurse
Help us get better rather than worse!

** ** **

In Canadian hospitals and schools aides are dandy,
They make sure everything that's needed is handy.
They are helpers and doers, finders and reachers,
They help patients and children, nurses and teachers.

** ** **

The Canadian fisherman his catch takes
From salt water seas and fresh water lakes.

** ** **

Canadian cowboys ride herd on their cattle
With storms and dust they must do battle.

** ** **

A Canadian jockey rides a race horse.
At topmost speed he covers the course.

** ** **

Football players are big and strong
To whatever team they do belong.
Canadian players are well-trained,
Skill and experience they have gained.

** ** **

Canadian bakers bake our bread;
They keep us healthy and very well fed.

** ** **

Many Canadians, from seniors to teens,
Earn their living by working at machines.
In factories they make all kinds of things -
Bicycles and gloves and rubber rings.

** ** **

Many Canadians make a living by selling -
What they sell there is no telling;
Perfumes and jeans and washers and dryers,
Bread and cheese and electric fryers.

** ** **

Hurrah for our Canadian police!
Their job it is to keep the peace.

** ** **

Some Canadians earn their living
And in the earning are pleasure giving.
They are clowns and magicians,
They are actors and musicians -
Ballet dancers, writers and singers -
Piano players with clever fingers -
They are hockey and football stars,
And daring drivers of racing cars.

** ** **

Canadian men and women toil
To build the pipelines
That carry our oil.

** ** **

Farmers on Canada's prairie fields
Plant hectares of wheat with tremendous yields.

** ** **

"Telephone linesman, telephone linesman,
What are you doing up there?"
"I'm stretching the wires and testing the lines
That carry your voices through the air."

** ** **

Canadian engineers build roads and bridges
Over rivers and along high ridges.

** ** **

AN ALPHABET OF MANITOBA PLACES FOR SKIPPING AND BOUNCING

(This game is based on the names of Manitoba towns and Indian Reserves. Substitute the name of the local reserve, city, town or village at the appropriate place in the alphabet).

PIVVITY, PIVVITY, PIVVITY, PIV -
WHAT'S THE TOWN IN WHICH I'LL LIVE?

A for Ashern

B for Brandon

C for Carman

D for Dauphin

E for Elgin

F for Flin Flon

G for Grandview

H for Hartney

I for Inwood

J for Jackhead*

K for Kelsey

L for Lenore

M for Morris

N for Ninga

O for Oxford House*

P for Pilot Mound

Q for a Quiet Spot

R for Reston

S for Selkirk

T for Thompson

U for Union Point

V for Vita

W for Winnipeg

X for a Strange Place

Y for Youill

Z for Zhoda

PIVVITY, PIVVITY, OUT

* - Indian Reserves

JINGLES TO BE SUNG TO THE TUNE OF "JINGLE BELLS"

(Teachers and children may make up jingles related to their own locality, and to familiar sites near the school).

Here I am, here I am
Happy as can be,
Living in Can-a-da,
In the homeland of the free.

** ** **

Sing along, sing along,
Sing with us today,
Manitoba is our home,
And happy is our day.

** ** **

Here we go, here wo go,
Off to Morden town,
Cobs of corn and apples to eat,
With cider to wash them down.

** ** **

Here we go, here we go,
To Altona town,
Sunflowers grow in the fields about
With ripe heads hanging down.

** ** **

Here we go, here we go,
Off to Boissevain
Tommy Turtle standing tall
With his arms stretched over all.

** ** **

Here we go, here we go,
Off to see Gimli,
To see the mighty Viking stand
And the fishing industry.

** ** **

Here we go, here we go,
Off to the Austin site,
Where old tractors come to rest
Like monsters in the night.

** ** **

Here we go, here we go,
Off to Souris town
To look for stone in the gravel pits
To polish and grind them down.

** ** **

Here we are, here we are,
Happy as can be,
Living and working in Can-a-da,
The land of liberty.

* * *

Special Days

SPECIAL DAYS

Special Days - What Are They?

Traditionally Canadian schools have highlighted special dates that held significance for Canadian children: Thanksgiving, Remembrance, Citizenship, Canada. There are also other dates that might receive special attention so that almost every month of the school year provides an occasion for recalling our Canadian heritage and Canadian responsibilities.

In October, United Nations Day often receives this kind of attention. The celebration of Christmas could be extended to include a presentation of observances not only of Christmas in different traditions, but of mid-winter celebrations in other religions and other cultures. Many of these are represented in the Canadian population, and provide an opportunity to help Canadian children understand their own many-sided heritage. The still unproclaimed Heritage Day in February is a natural vehicle for displaying Canadian history and the contributions of all segments of the Canadian population to that history. March and April are the months of the spring rites, the rejuvenation of the land after the long winter; a special day might be set aside to consider Canada's role in feeding the world, and Canada's dependence on other parts of the world for some of its essential foods. Older children might compare religious observances centred around the spring equinox, festivals of seeding and harvesting spring crops, the stories of Ceres and Hiawatha, the religious festivals of Shavuoth and Passover and Easter, the symbols of liberation and on-going life common to these festivals.

Schools generally set aside the Friday preceding Victoria Day in May to place special emphasis on citizenship, to discuss Canada's role in the Commonwealth, the United Nations and other international bodies. Younger children are encouraged to think about citizenship in terms they can readily understand: behaviour at home, in school and in the larger community, responsibility to one another; the meaning and limitations of the term "freedom". Though Canada Week falls at a time of the year when concentration on preparation for it may be difficult it can help to bring together and focus learnings and attitudes that have been cultivated throughout the year.

Approaches to Celebration of Special Days

If the celebration of special days is not to become routine, a dull and meaningless exercise, the children for whom the celebration has been arranged must be involved both in the planning and the implementation of programs, whether these programs take place in individual classrooms or in the school auditorium. It is not enough for teachers to set up a program, prepare a choir and bring in a speaker. Indeed, unless speakers know how to talk with young children, their level of interest, the brevity of their attention span, their background of information, the "talks" are more likely to kill than to stimulate interest. It is suggested, therefore, that children, with teachers' help and advice, decide on the items of programs and participate actively in the program items with as many children as possible involved in the process. Children may, to whatever extent is feasible in a given situation -

- act as masters of ceremony or chairpersons.
- be soloists.
- take part in orchestras, choirs, groups and in mass singing.
- prepare for the program by being asked to write verses, stories, playlets, descriptions, expositions appropriate to the various occasions.
- design posters advertising the Day, to be displayed around the school, in classrooms and if feasible in public places in the community.
- design bulletin boards for the classrooms, corridors, school library, school office, based on the theme of the Day.
- take part in pageants, plays, debates, panel discussions, and give talks on the theme of the Day.
- invite parents and friends to the programs; when programs take place in individual classrooms, set up exchanges with other classes or grade levels so that children may have a fresh audience.
- take still photographs, and/or if equipment is available, make tapes, audio and video, or films of all or parts of the proceedings for later evaluation, discussion, and/or inclusion in school archives.
- make up a kit or booklet of materials prepared for the special days, including materials that could not be used in the programs so that all children may feel that what they have done was valuable and valued. All pupils should receive a copy of the booklet or kit.

It is impossible to stress sufficiently the importance of having "live" programs in which children participate as performers and as audiences. Total school involvement is also desirable but not essential. Individual teachers, or groups of teachers working together, can stimulate interest in their students, by display of materials and sharing of performances in the school as a whole. The support and enthusiasm of the principal can do much to make the special days high points of the school year.

Materials for Use on Special Days

Criteria for the selection of materials for use in special days' programs are simple.

- The materials should be of such a level that they are understood by the children who are using them.
- Teachers should make available to children a range of materials on which children can draw when called upon to write about the special day, or prepare pageants or playlets.
- The information contained in the materials should be accurate.
- Since the programs are intended to be celebrations, as far as possible the materials should not be controversial, though they need not be lacking either emotional or intellectual content on that account.
- At least some of the materials should be drawn from the community in which the children live, but always there should be materials common to the larger Canadian community.
- The intrinsic interest of the material should be an over-riding consideration. Having children make the final selection or using materials they have created, written, or produced is essential to maintaining interest.
- The purpose of the special days' celebrations should always be borne in mind: to help children understand what it means to be Canadian, what responsibilities go with being Canadian, the nature of Canada's multicultural background, the role that Canada plays in the world.

Every special day has values in addition to its Canadian connotations. These values should enhance the Canadian nature of the celebration, just as the Canadian context of the celebration should give special meaning to the central theme of the day itself. Remembrance Day, for example, honours Canadian war dead. Its celebration, however, emphasizes the need for peace in the world. The celebration of spring can spotlight the ethnic and cultural mosaic that is Canada, and point to Canada's place as a world food supplier. It can also help create understanding of different religious beliefs and traditions that are found in different parts of the world and have been transplanted onto Canadian soil, thereby showing that Canada is related to the world community in a special kind of way.

Pupils Activities in Preparation for a Special Day Program.

(1) Allow enough lead time for adequate preparation.

(2) Lay the groundwork for the special day. Identify it. Have pupils discuss the reason for it, and the activities that might be associated with it. Such discussions can best take place in small groups of four or five children who then report their discussions to the whole class. Discussion should be brief, no more than five or six minutes, and structured to the degree that in each group someone is selected or delegated to report on specific matters.

(3) Decide as a class, or if the program is to involve the total school, with pupil representation from every class level, the form that the program will take, e.g., an assembly, a parade, an "ethnic day", a "pioneer day", the making of a film or tape, etc.

(4) Set up committees of pupils, under teacher direction, to which various parts of the program may be assigned. It is desirable to have a teacher (or teachers for a total school project) as coordinator. If items are to come from several classes, every class involved should have its own committee. Pupils should also have a clear understanding of the program item or the part of program which they are expected to contribute.

(5) Have as many children as possible take part in the activities. The activities should provide a variety of jobs so that no pupil is left out, e.g., if a backdrop is required, or a mural is planned, several children are needed to fill in background colours; if a booklet is part of a project, illustrators, printers, "bookbinders" to staple or tie the pages, all perform valuable tasks that should be recognized in the credits at the front or back of the booklet. Ushers can serve a useful purpose. Drummers, using makeshift instruments, can beat time for a parade around the school, playground or neighbourhood. Props and costumes are needed for plays, pageants and parades. All pupils should write or record on tape materials from which one or more items are selected for presentation at a class or school assembly program. (See samples of writing by Grade VI pupils).

* *

SUGGESTED THEMES AND SONGS FOR "SPECIAL DAYS" PROGRAMS

(The numbered items are the titles of songs that teachers may consider appropriate for use in "Special Days" programs.)

OCTOBER .Thanksgiving and United Nations.

Canada is a member of the world community through the United Nations, hence our participation in the UNICEF collection program at Halloween time.

1. *I'd Like To Teach The World To Sing*
2. *It's A Small World*
3. *What The World Needs Now*
4. *Let There Be Peace On Earth*

NOVEMBER .Remembrance Day reminds us to be thankful for a way of life that Canadian men and women died for in two World Wars, a heritage which we can enjoy and pass on to later generations.

1. *Canada, We Praise Thee*
2. *Land Of The Silver Birch*
3. *For The Beauty Of The Earth*

DECEMBER .Most people of the northern hemisphere celebrate a mid-winter holiday. Christians celebrate Christmas, Jews Hanukah. Other people express their joy at the solstice, the beginning of lengthening days of sunshine. In classrooms where there are children of other than the majority religion or culture, teachers have an additional resource on which to draw. The mid-winter holiday, whatever it commemorates, is a happy occasion, and the songs reflect its gaiety.

1. *Vive Le Vent; Vive La Compagnie*
2. *The Christmas Tree Carol*
3. *Hanukah*
4. *The Kelligrews' Soiree*

JANUARY .The beginning of the new year generally brings forth new resolutions and it's a good time to remind ourselves that Canada is composed of many different peoples, each making a contribution to our country.

1. *Canada Is*
2. *New World In The Morning*

FEBRUARY .Heritage Day is a good time to remember the contributions of our pioneers, in particular the struggle which both men and women faced to develop Canada.

1. *Hurlin' Down The Pine*
2. *Chanson Du Voyageur*
3. *Nova Scotian Farewell*
4. *Come All You Bold Canadians*

MARCH .The approach of springtime can be anticipated at this time and the theme of winter's gradual retreat brings forth lively music.

1. *Donkey Riding*
2. *Cod Liver Oil*
3. *Vive La Canadienne*
4. *Springtime In The Rockies*

APRIL .The planting of gardens and the celebration of May Day in most countries around the world can be used as a theme to remind pupils of the necessity of labour and the dignity of all work. Canada's special contribution as a source of basic food can be stressed, as well as Canadian dependence on other countries for much of its food.

1. *Savez-vous Planter Les Choux?*
2. *The Squid Jiggin' Ground*
3. *The Lumberjack's Alphabet*
4. *Black Flies*

MAY .Manitoba Day on the twelfth of this month provides a good opportunity to concentrate on local as well as provincial history and traditions.

1. *Red River Valley*
2. *Moody Manitoba Morning*
3. *Boissevain Fair*
4. *Vla l'Bon Vent*

.Citizenship Day is usually observed on the Friday preceding the long week-end.

1. *This Land Is Your Land*
2. *Ca-na-da*

JUNE .The last month of the school year is a good time to summarize what the year has been all about. Although Canada Day falls on July First, June can be used to prepare students to recognize and appreciate the value of what we have in Canada.

1. *O Canada*
2. *Bonjour Mon Ami*
3. *Ca-na-da*
4. *Consider Yourself (One Of The Family)*

* * *

Most of the songs suggested here appear in:

FOLK SONGS OF CANADA - compiled by: Eunice Boardman
Beth Landis

- published by: Holt, Rinehart & Winston Inc. Copyright 1966, 1971

EXPLORING MUSIC, BOOK 3 - compiled by: Edith Fulton Fawke
Richard Johnston

- published by: Waterloo Music Co. Ltd., Waterloo, Ontario 1954

SAMPLE PROGRAM FOR A SPECIAL DAY

The format suggested here may be adapted to any of the special days, and may be varied in a number of ways. e.g., instead of the Reading, there might be a pageant or a playlet, or choral reading. One or more musical numbers, vocal or instrumental might be added according to the resources of class or school.

The sample program is organized around the theme of Canada and lends itself to use either in May for Citizenship Day or at the end of June in preparation for Canada Day.

CITIZENSHIP DAY

O Canada (two verses in English or one English verse, one French verse)

Choice of a song or songs sung by a choir or a smaller group of children

e.g., *Canada Is*
This Land Is Your Land
Dans Mon Pays

A Reading either by an individual or a group of children

e.g., *I Am a Canadian* - by John Diefenbaker

A song in which all students join

e.g., Anyone of those noted above
Vive La Canadienne
Ca-na-da

A Poem or Prose Selection written by a student on a topic related to Canadian Citizenship

e.g., *What It Means To Me To Be A Canadian*
At My Age How Can I Be A Good Citizen?
Why Vote In Elections?
Why Is Freedom Of Speech Important?
The Canadian Mosaic
Canada - A Member Of A World Family

God Save The Queen

CANADIANS SPEAK ABOUT CANADA AND CANADIANS

I AM A CANADIAN

My creed as a Canadian is summed up in these words:
I am a Canadian, a free Canadian
free to speak without fear,
free to worship God in my own way,
free to stand for what I think right,
free to oppose what I believe wrong,
free to choose those who shall govern my country.
This heritage of freedom I pledge to uphold for myself
and all mankind for I am a Canadian.

- JOHN DIEFENBAKER

** **

The wholesome sea is at her gates
Her gates both East and West,
Then is it strange that we should love
This land, our land, the best?

- J.A. RITCHIE (Quoted in *Canada One Hundred, 1867-1967*, published under the Authority of the Minister of Trade and Commerce, Queen's Printer, Ottawa)

** **

CANADIANS SPEAK ABOUT CANADA AND CANADIANS (continued......)

Not long ago I spent a year travelling in Asia. On my way back from Tokyo, I disembarked at Vancouver at four in the morning and found myself in tears because I saw the space *we* have compared to that of Tokyo - it was incredible. That any group of people could be as fortunate as us - to have this air, this space...it was miraculous, and I kissed the Canadian soil in gratitude.....To this day I do not understand why we cannot say more openly, more often, how much we love this place, how privileged we are to live here.

- John Hirsch, excerpted from
a speech delivered At Carleton
University, Ottawa, by
permission from the author.

* * * *

The following poems may be found in THE BOOK OF CANADIAN POETRY,
3rd edition, ed. by A.J.M. Smith, and published by
W.J. Gage, Toronto

SONGS OF THE HAIDA, Translated by H.H. Fraser
TRANS CANADA by F.R. Scott
FAREWELL TO WINNIPEG by Roy Daniels
COUREURS DE BOIS by Douglas Le Pan

* * * *

EXAMPLES OF WORD GAMES CHILDREN CAN PLAY IN PREPARATION FOR SPECIAL DAYS PROGRAMS

Acrostics. . . . .

FROM COAST TO COAST

C lear skies and fresh air
A cross our wide land;
N ature's wonders from coast to coast,
A tlantic to Pacific
D ark forest towering over deep lakes,
A ll part of our beautiful country.

* * *

CANADIANS - WHAT WE WOULD LIKE TO BE

C ourageous
A mbitious
N otable
A dventurous
D aring
A greeable

* * *

MANITOBA

- Laurie Wilson, Grade VI

M is for the men who explored despite their fears,
A is for the active lives of all our pioneers.
N is for the nations whose people settled here.
I is for the Indians to whom this land is dear.
T is for the trees that make our forests fair.
O is for the open plains with fresh, inspiring air.
B is for the buffalo that roamed these plains for years.
A is for the attitudes that overcame all fears.

* * *

(See also examples in daily readings - Manitoba, Brandon)

EXAMPLES OF WORD GAMES CHILDREN CAN PLAY IN PREPARATION FOR SPECIAL DAYS PROGRAMS (continued...)

Anagrams. . . . .

MAPLE LEAF: Feel a palm; Female pal; Leap, flame!

OUR FLAG: A fur log; For a lug; Goal - fur!

MANITOBA: Ma in boat; Boa in tam; I nab a Tom; I'm not a B.A.

BEAVER DAM: Am ever bad; Made a verb; Be mad! Rave!

*** ***

EXAMPLES OF CHILDREN'S WRITING

(These items were written as the result of a Manitoba Schools Broadcast of the Let's Write Series)

WHY FLUTTER LITTLE FLAG?

- Harley Wong, Grade VI

Why flutter little flag?
You represent our land.
You are more than a piece of cloth.
People salute you always.
A story you contain,
Of Canada's freedom and her people,
To remain in our hearts forever.
Why flutter, lovely flag?

Why flutter little flag?
You mean to us
Warmth in our hearts,
Canada strong and free.
Standing glorious and proud,
Do you now understand
Why so bravely you fly for us?
Why flutter, dear flag?

Our Canadian flag flies
Gloriously forever.
We may die,
We may be conquered,
But in our hearts
Our flag flies forever.

*** ***

EXAMPLES OF CHILDREN'S WRITING (continued......)

OUR FLAG

- Ewhenia Pelech, Grade VI

What does our flag mean to you?
  To me it is more than a piece of cloth.
It does not only symbolize our country.
  It means more, much more than that to me.
When I look up at our flag,
  I see Canada in that maple leaf:
A rich land stretching from sea to sea,
  Green forests, mighty rivers, lakes - large and small.
Spreading fields of golden wheat,
  Mountains topped with icy jewels -
I see more than a piece of cloth;
  I see a growing nation in our flag.
A growing nation strong and free.

* * *

HENRY KELSEY

- Philip Shead, Grade VI

I roam the plains
In search of buffalo.
As you know my eyes have seen many strange sights
I was the first white man to see a buffalo round-up.
With fifty mounted warriors, painted and gleaming in the bright sun,
I, too, charged those awkward, humpbacked creatures.
Now in my dying days
I wonder how many others will follow my paths.
How many others will kill those savage beasts?
I hope I was right in leading the white man to these plains.
I hope I die still praised by my Indian friends.

* * *

EXAMPLES OF CHILDREN'S WRITING (continued....)

THE WHITE MEN

- Lindsay DuVal, Grade VI

They came to this land with canoes and gun.
They killed our buffalo and called it fun.
They gave us fire-water and took our fur,
This was their trap, only a lure.

They killed the people of our tribe,
Their beads and such were just a bribe.
They used our skills to take our land -
That's how they killed a mighty band.

* * *

LIFE ON THE PRAIRIES

- Deborah Mutimer, Grade V

I love the golden prairies
And their flowers so gay,
Their swinging, swaying treetops
On a summer's day.
I love to watch a garter snake come slithering past,
And see the rabbit family
Quickly hopping past.
I love to watch the buffaloes
Go trampling by
And see the bright stars twinkle
In the wondrous sky.

* * *

Patriotic Observances

Grade 3

MANITOBA
DEPARTMENT OF EDUCATION

CONTENTS

INTRODUCTION

- ·Objective Page 1
- .The Materials
    - (1) Content Pages 1 - 2
    - (2) Organization Pages 2 - 3
- .Implementing The Program Pages 3 - 4

A CHILDREN'S "O CANADA" OR A NATIONAL ANTHEM FOR CHILDREN Page 5

OUR FLAG Page 6

WHERE ARE WE? Page 7

MANITOBA Pages 8 - 13

THE STORY OF TWO HEROES Page 14

A CANADIAN ALPHABET Page 15

WE ARE CANADIANS Page 16

WHAT "O CANADA", OUR NATIONAL ANTHEM, MEANS TO US Page 17

CITIZENSHIP Pages 18 - 19

OUR ANCESTORS Page 20

CANADIAN OCCUPATIONS Pages 21 - 22

CANADIAN ANIMALS AND BIRDS Page 23

CANADIAN TREES AND FLOWERS Page 24

JINGLES, TO BE SUNG OR RECITED - CANADA Page 25
- MANITOBA Page 26

CANADA'S GEOGRAPHY Page 27

CALENDAR OF CANADIAN SEASONS Page 28

MISCELLANEOUS ITEMS Page 29

FOR SPECIAL DAYS Page 30

PATRIOTIC OBSERVANCES

Introduction

OBJECTIVE

Materials and suggestions that follow are intended to rouse an awareness in children of their Canadian identity. At a time when the very young are exposed for many hours a day to situations and ideas that come from outside Canada, the school - if no other agency - should make an effort to bring to their conscious attention their immediate Canadian environment, and the symbols which identify Canada and Canadians at home and abroad. A few seconds a day will not alone achieve that goal, but it is hoped that daily mention of Canada and things Canadian, constant reminders to children that they are Canadians, and classroom symbols such as the flag and the beaver, will lead to a stronger identification with their country than many children now seem to have. If the program is successful children should be left with the thought and the feeling that they belong to Canada and Canada belongs to them, but not with the thought or the feeling that their country is the only one in the world of any consequence or the one that is always right.

THE MATERIALS

(1) Content

- (a) Whenever feasible the words *Manitoba*, *Canada*, *Canadian* have been incorporated into the items.
- (b) Most of the items are short so that the time occupied to present them does not cut noticeably into regular school programs.
- (c) In many cases rhyme and rhythm have been used to reinforce learning and to keep interest alive.

(d) Repetition is important. Some of the items are cumulative and so incorporate the necessary repetition; others should be repeated until children are thoroughly familiar with them.

(e) Teachers are asked to adapt and/or explain items that seem to be above the vocabulary level of their pupils. It is not, however, suggested that teachers undertake to teach the content of each item, since children need not understand totally the meaning of every word or every item in order to enjoy it and have left a residue of comprehension. As with nursery rhymes and cumulative tales, part of the pleasure and the learning is derived from the sound and the familiarity of the materials.

(f) The materials have been planned to contain some familiar content. Accordingly there is a certain amount of repetition of material from previous years. Children also begin with what is close to them, and known to them, such as their school and their town, and move on to their province and their country.

(2) Organization

(a) The materials are organized on the basis of several themes. Teachers need not move consecutively through the items in each theme, but may well "mix and match" according to the day-by-day requirements of their pupils.

(b) Repetition is an important part of the program. There will be times when teachers may want to spend a week or more on a single item, especially if it is being prepared for use on a "Special Day". Other items may be repeated once a week or once a month, or at whatever intervals seem suitable or necessary to set them firmly in children's minds.

(c) More items are included than most classes will require for a daily program. Teachers will therefore be able to select what they prefer to use.

(d) It is hoped that teachers will add items of interest as they appear in the daily news, in children's reading, and elsewhere in the curriculum.

IMPLEMENTING THE PROGRAM

Patriotic Observances should take place preferably at the beginning of every school day, immediately following the singing of O Canada. The success of the program depends largely on the teachers who will be using it with their classes. An understanding of its objective, familiarity with the materials so that they can be used at appropriate times and be adapted to the specific needs of children, and a commitment to use the program daily will make the attainment of its goal more likely, and certainly more interesting for pupils.

Participation beyond mere listening is desirable. In many cases the day's selection should be written on the chalkboard, or be otherwise available on chart paper or transparency, so that pupils may read as well as hear and repeat it. For cumulative readings the selections for successive days should "grow" on the chalkboard or chart. Reading in chorus, responsive reading, and reading by individual pupils should all be used.

Children may also contribute items in the form of acrostics, another Canadian or Manitoba alphabet, jingles based on nursery rhymes, rhyming couplets, and current topics.

The section on Canadian Seasons might be broken up so that each item appears several times during the month for which it was written; or the items may be related to printing and/or handwriting to provide practice in the writing of capital letters, or to the spelling program to reinforce the correct spelling of difficult names of the months.

Always, teachers should be aware of the objective of the program: to rouse in children an awareness of their Canadian identity, without chauvinist overtones. Accordingly the fact should be impressed on them that their home and their school and the school district or division are within Manitoba, and that Manitoba is part of a larger unit, Canada. Some children at this level may also be interested in knowing that Canada is part of a still larger unit, North America, which in turn is part of the planet Earth, in the Solar System, in the Galaxy of the Milky Way, in the Universe.

*** ***

IT IS ADVISABLE THAT TEACHERS READ THROUGH THE WHOLE PROGRAM BEFORE BEGINNING TO IMPLEMENT IT. THEY MAY THEN PUT TOGETHER SERIES OF ITEMS THAT MEET THE NEEDS OF THEIR OWN CLASSES, AND MAKE SELECTIONS THAT ARE APPROPRIATE TO THE TIME OF THE YEAR AND THAT, IF FEASIBLE, MAY CORRELATE WITH THE CONTENT OF REGULAR SCHOOL PROGRAMS.

A CHILDREN'S "O CANADA" OR A NATIONAL ANTHEM FOR CHILDRE

O Canada, we're proud to call you home.

Your fields of wheat give food to all the world.

Your forests green and mountains high

Are beautiful to see.

From east to west, O Canada,

You call on us to be

Honest and fair

In all we do.

O Canada, we put our trust in you.

O Canada, your children love you.

** ** **

All of us sing our national song

To let the world know

That to Canada we belong.

** ** **

OUR FLAG

Look at the flag on its pole.

Let our voices roll

As *O Canada* we sing

And make the rafters ring!

* * *

Pause in your stride,

Lift your head in pride,

Canada's flag is red and white -

Let's salute its maple leaf bright.

* * *

White and red, red and white -

Raise your head high

When you see your flag fly,

Its colour bright against the sky.

* * *

Salute the Maple Leaf

As a sign of our belief

That of Canada we're proud.

We'll say and sing that long and loud!

* * *

What does the white on our flag say?

It says be good at work and play.

What does the red on our flag say?

It says be honest in every way.

* * *

7.

WHERE ARE WE?

(These items are to be read cumulatively, so that by the time the last one appears children will be reading or reciting all of them).

Our school is in *(name of village, town, city, or school division).*

Our school is in *(name of location)* in the province of Manitoba.

Our school is in *(name of location)* in the province of Manitoba in the country of Canada.

Our school is in *(name of location)* in the province of Manitoba in the country of Canada on the continent of North America.

Our school is in *(name of location)* in the province of Manitoba in the country of Canada on the continent of North America on the Planet Earth.

With some classes it may be feasible to continue:

Our school is in *(name of location)* in the province of Manitoba in the country of Canada on the continent of North America on the Planet Earth in the Solar System.

Our school is in *(name of location)* in the province of Manitoba in the country of Canada on the continent of North America on the Planet Earth in the Solar System in the Galaxy of the Milky Way in the Universe.

*** ***

MANITOBA

(It is suggested that the items concerning Manitoba be scattered throughout the school year rather than presented as a single block).

QUESTION: In what province do we live?

ANSWER: Manitoba! MANITOBA - Manitoba! (in chorus)

** ** **

M is for Manitoba. It's our province grand.
A is for our Ancestors, who came from many a land.
N is for our Northland, rich in copper and gold.
I is for our Industries, making goods to be sold.
T is for the Trees that give us lumber and shade.
O is for our Occupations, farming, mining and trade.
B is for the Bison, and the Golden Boy.
A is for our Artists whose work we so enjoy.

* * *

Winnipeg, once called Fort Garry,
Brandon, Thompson and Portage la Prairie -
These are Manitoba's cities four,
Towns and villages there are many more.

* * *

A Manitoba sight
That brings delight:
Fields of barley, oats and wheat
Yellow with sunflowers, blue with flax,
Line the roads and please the eye.

* * *

In Manitoba, as you travel round,

Visit Killarney and Pilot Mound.

* * *

Beausejour, Belmont and Boissevain,

Darlingford, Dauphin and Deloraine -

Towns to come back to again and again.

* * *

Ships of every sort

Load grain at Churchill's port.

* * *

In Hudson Bay

The great whales play.

* * *

Every season of the year, Manitobans are clear

About the love they have for their province.

* * *

MANITOBA (continued...)

Fish in the lakes, hike on the trails,
Ski on the hills, look for quails.
In Manitoba's public parks
There's space for hi-jinks and for larks.
Turtle Mountain, Hecla, and Spruce Woods -
In summer gear or winter hoods
There are wonderful places to walk,
And with cameras, rare birds to stalk.

* * *

A Manitoba school is a marvellous place -
Pencils and papers, a friend's smiling face,
Numbers added, spelling words learned,
And at the end of the year, a holiday earned.

* * *

In Manitoba's fields and river beds,
There are many Indian arrow heads.
They remind us of a day gone by,
When Indians hunted for their food supply.

* * *

In Manitoba there are jobs to do,
The fisherman's, the clerk's,and the farmer's too.
Working hard at a steady pace,
We can make Manitoba a better place.

* * *

In spring the prairie crocus,
Manitoba's flower,
Pokes its furry head
Through the melting snow.
Little prairie flower,
Manitoba's crocus.

* * *

We in Manitoba love
Our weather changing, day by day,
When we look at the sky above -
Sunny, cloudy or stormy gray.
It may or may not give us warning
Of what we may expect next morning.
One thing only we do know -
Even in June we might have snow!

* * *

Our autumn is a season of many changes
As the cold comes along and Nature arranges
The leaves on the ground
All around.

* * *

In Manitoba's north we have much to admire -
Quiet blue lakes,
Trees growing higher and higher.

* * *

MANITOBA (continued...)

The Red River cart was made of wood,
And creaked as it rolled wherever it could,
Over prairie, through streams and prickly bush,
Pulled by oxen, often needing a push!

* * *

Indian warriors, proud and courageous,
Buffalo hunters of all ages,
Coureurs-de-bois, living dangerous lives,
Settlers from Europe, husbands and wives
And children, too, may have walked around
Where your house and your school now cover the ground.

* * *

The Rivers of Manitoba

The lazy Assiniboine, the rushing Red,
The north-bound Nelson, and swift Souris led
Early traders, and trappers too
Across our province in their canoe.

* * *

Do you know that our province, Manitoba, is named for the Great Spirit of the Indians, Manitou?

* * *

Do you know that the name Winnipeg was first given to the Lake and then to the city? It means "Muddy Waters" in an Indian language.

* * *

Do you know what a keystone is? It is the middle stone at the top of an arch and it keeps all the other stones together. Manitoba is called the Keystone province partly because of its shape, but mostly because like the keystone in the arch it is in the middle of Canada.

* * *

The northern part of Manitoba is very special, and the people who live in northern Manitoba towns like Flin Flon, Lynn Lake and Thompson are proud of being northerners. So are the people of the north who live by hunting, trapping and fishing. They love the quiet and the empty spaces of Manitoba and Canada's northland.

* * *

Manitoba is a musical province. Manitobans like to get together and sing. There are music festivals in many towns and cities. There is a big music festival for the whole province in Winnipeg every spring. Grown-ups and children sing and play musical instruments in the festival.

* * *

A danger of the early days of farming was the large number of gopher, badger and prairie dog holes in the fields. In those days horses pulled ploughs and harrows and it was quite common for a horse to catch its leg in a hole and end up with the leg broken. A broken leg in those days meant that the horse had to be killed, a terrible loss for the farmer.

* * *

Do you know that our province of Manitoba has stories about its very own monster? It is supposed to be a large animal that looks like a dragon. People say that they have seen it in some of Manitoba's lakes, but no one has ever caught it. Some people call it Manipogo.

* * *

Long ago an interesting place to visit was the blacksmith shop. The blacksmith's most important job was to make shoes for horses. He had a roaring fire going in an open furnace. First he put the iron into the fire. When it was white hot he took it out and pounded it into the shape of a horseshoe. There was a great sizzling sound and lots of steam when he put the hot horseshoe into cold water to cool and harden it. The blacksmith shop was very hot and dark except for the fire, and it smelled of burning coal. When the farm work was done by horses, every town had its blacksmith shop.

* * *

Manitoba fishermen leave at dawn

To sail on the water to where the fish spawn.

They haul their nets, and bring in the catch,

Then down to the market to lay out the batch,

So that we may have a tasty dish

Of wholesome, delicious, nutritious fish!

* * *

In the early days on the Canadian prairie, in Manitoba and other places too, many children had to look after and feed as many as thirty cows before they left for school in the morning. That meant feeding them and giving them water to drink. The job was often done by children eight years old, like you. Do you have chores to do before you leave for school?

* * *

Most of us when we skate nowadays skate on a rink, and have a warm place in which to put on our skates. Children in the early days in Manitoba skated on a frozen lake or river where the wind had blown the snow away. They took lunch of bread and meat, walked a kilometre or two to the skating place, started a fire on the edge of the ice, and then skated for kilometre after kilometre on the windswept lake or river.

* * *

(See also A Calendar of Canadian Seasons)

Have you seen the Northern Lights
On cold, clear winter nights?
They sweep across the northern skies
In changing colours that dazzle the eyes.

* * *

Winter days are cold and clear,
Winter stars are twinkly bright.
Though winter storms are times of fear,
Winter brings us great delight:
Hoar frost on the trees at dawn,
Sparkling snow, new fallen and clean.
Though summer birds have long been gone,
Cheery newcomers enliven the scene.

* * *

The winter white-out causes fear
In travellers from far and near.
We cannot see to left or right.
All landmarks disappear from sight.

* * *

Manitoba is a province of windy weather
Which sometimes forces us to huddle together.
Wrapped in warm clothing
We face winter without loathing!

* * *

THE STORY OF TWO HEROES

(To be read in five instalments cumulatively)

This week we are going to hear the story of two brave men, two Canadian heroes. Have you heard of Andrew Mynarski? A school in Winnipeg is named for him - Andrew Mynarski School in the part of the city where he was brought up. He won the Victoria Cross in World War II for his bravery.

* * *

Andrew Mynarski was a gunner on a Royal Canadian Air Force plane in World War II. The plane was hit by enemy fighters. It caught fire, and the captain ordered the crew to jump out and parachute to the ground.

* * *

Andrew saw that his friend, George Brophy, was caught near his gun at the back of the plane and couldn't get out. So instead of jumping and saving his own life, Andrew turned back to try to help his friend. Though his clothes and his parachute caught fire he kept on trying to save George.

* * *

Finally George begged Andrew to leave him and try to save himself. Though his clothes and parachute were on fire, he stopped for a second, and saluted George. Then he went overboard.

* * *

But Andrew Mynarski had waited too long. He was dead before he reached the ground. By a miracle George Brophy and the other members of the crew came out alive. They told the story of Andrew Mynarski, the heroic young man who gave his life in trying to save his friend.

* * *

A CANADIAN ALPHABET

[It is suggested that initially two new lines of the Alphabet be presented every day. You may wish to treat the Alphabet as reading in unison, and/or as cumulative reading, e.g., on Monday or Day 1, read lines A and B; on Tuesday or Day 2, read lines A,B,C, and D; on Wednesday or Day 3, read lines C,D,E, and F. As the Alphabet grows, add to it on the bulletin board or chalkboard, so that pupils may see as well as hear and say it. The Alphabet may also serve as practice in handwriting lessons, especially to reinforce the forms of capital letters].

A is for the Arctic, cold and white,
B is for the Bison, huge in height.
C is for Canada, land of the free,
D for our Dominion from sea to sea.
E is for Energy, from sun, wind and rain,
F is for French, one of our languages twain.
G is for the Grain that waves in our fields,
H for the Health that our good food yields.
I is for the Inuit, Indians, Immigrants of this land,
J is for Justice for which we all stand.
K is for the Knowledge that our schools provide,
L is for the Laws by which we abide.
M for Manitoba, our province and our home,
N is for Newfoundland, where Atlantic waves foam.
O is for Ottawa, where our laws are made,
P for the People who came to Canada and stayed.
Q is for Quebec, home of song and story,
R for our Rivers with their tales of glory.
S is for the Settlers who opened up the West,
T for the Traders who ever westward pressed.
U is for Ungava, a part of Hudson Bay,
V is for the Voyageurs, explorers in their way.
W for Winnipeg, where two rivers meet,
X is for Unknown Lands, untrod by human feet.
Y is for Yellowknife, by its residents adored,
Z is for the Zeal with which this country was explored.

* * * *

WE ARE CANADIANS

Laugh and be proud
To join the crowd
And shout out loud:
"We are Canadians."

** ** **

Canada and the U.S.A.
Have a border together that runs a long way -
Five thousand kilometres along water and land,
With never a soldier, a gun or a fort;
There's a friendly smile and a helping hand
When neighbours cross at an entry port.
It's freedom Canadians should not take lightly,
To travel so easily and be welcomed politely.

** ** **

Trailers and campers, trucks and cars,
Under the sun and under the stars,
Carry people and carry goods
Over mountains and through the woods
Over the Trans-Canada Highway
From Victoria to Tor Bay.

** ** **

Canadian prairies rich with wheat
Turned into bread for people to eat.
All over the world our grain is known
As the best that farmers have ever grown.

** ** * **

Four lane highways and gravelled roads
Criss cross Canada, with signs like codes.
Curves are marked, and hills and bumps,
Railway crossings and gravel dumps.
The signs tell us what speeds to travel
If we want to avoid the judge's gavel.
So watch the signs to stay accident free,
And remember always careful to be.

* * *

(The following two items may be taken as one or read separately)

There's much to see, feel, hear and enjoy,
If you are a Canadian girl or boy:
The Rocky Mountains with snow covered peaks,
Rushing rivers and twisting creeks,
Stretches of tundra where caribou roam,
Fishing boats bringing their catches home.

Noisy cities with excitement and bustle,
Fields so quiet you can hear the grass rustle,
Busy factories with whistles tooting,
Nights with the sound of owls hooting,
The honking of Canada geese in flight,
Their V-shaped flocks a wonderful sight -
These things and more are for you to enjoy
If you are a Canadian girl or boy.

* * *

WHAT "O CANADA", OUR NATIONAL ANTHEM, MEANS TO US

(It is suggested that the words of O Canada be prominently displayed in the classroom, so that the written or printed form may be referred to as the song is sung, and as the explanations take place. This section about O Canada should be repeated several times during the year, without extensive explanations, but with the intent of insuring that children do have an understanding of what they are singing).

When we sing "O Canada, our home and native land" we are speaking to our country and saying that we belong to it and it belongs to us.

When we sing "True patriot love in all thy sons command" we are saying that all of us love Canada because it is our country.

When we sing "With glowing hearts we see thee rise, The true North strong and free" we mean that we are proud that Canada, the northern country in which we live, is growing up strong and free.

When we sing "From far and wide, O Canada, we stand on guard for thee" we are saying that wherever we live in Canada we are ready to work and take care of our country.

When we sing "God keep our land, glorious and free" we Canadians are asking God's help to keep our country a great and free place in which to live.

When we sing "O Canada, we stand on guard for thee", twice, we are promising to take care of our country and to make sure that no harm comes to it.

So you see, when we sing our national anthem, O Canada, we are saying that we love our country and will do everything we can to keep it a safe and happy place in which to live.

*** ***

CITIZENSHIP

(These lines should be written on the chalkboard daily, or be displayed in some other way so that pupils may see as well as hear and speak them. They may be interspersed among other readings, or read in chorus consecutively. Some of them have been introduced in Grades I and II, and so will be familiar).

I'll be a good citizen today -
I'll be fair in everything I do or say.

* * *

I'll be a good citizen today -
With others I'll share in work and play.

* * *

I'll be a good Canadian citizen without blame -
I'll be kind to animals, wild and tame.

* * *

I'll be a good citizen day and night -
To grown-ups and children I'll be polite.

* * *

I'll be a good citizen in every way -
I'll try to be kind to someone every day.

* * *

I'll be a good citizen at home and school -
I'll try to follow the Golden Rule.

* * *

I am a good citizen because
I know it's important to obey the laws.

* * *

Good Canadian citizens understand
That we are related to the people of every land.

* * *

To be good citizens we, the older ones,
Must set a good example for the younger ones.

* * *

In Canada there should be no discrimination
Against people of any colour, religion or nation.

* * *

Canadian citizens are of many religions and races.
Our ancestors came from many different places.

* * *

Canadians may be of different races,
But there is pride in Canada on all our faces.

* * *

As good citizens we are free to say
What we think. That's the Canadian way.

* * *

Good Canadian citizens know it's right
To settle our quarrels without a fight.

* * *

These things all Canadians share:
    Laws that are fair;
    The religion of our choice;
    In government a voice;
    Freedom from fear
For everyone here.

* * *

In our towns we have people both young and old,
Some healthy and strong, fearless and bold,
Others less lucky, sick and afraid.
Good Canadian citizens offer them aid.

* * *

A forest fire is very frightening;
It's sometimes started by a bolt of lightning,
And sometimes by a careless camper.
Canadian citizens, please remember!
It's better to forget your picnic hamper
Than to leave behind a glowing ember.

* * *

We are proud of Canada because Canadians are helping people in many different countries of the world. Canadians are helping farmers in faraway lands to grow more food. Canadians are helping teachers in faraway lands to teach children and grown-ups to read. Because Canada is a helping country, we are proud to be Canadians.

* * *

Children can be good Canadian citizens be helping one another, and by helping people who can't do some things for themselves. For example, we can help newcomers to our town, city or school by making them feel at home with us. Think about ways in which we can help other people and so be good Canadian citizens.

* * *

Many people have worked hard to make Canada a good country to live in. When you grow up you will have a chance to make it even better.

* * *

Canada is a good place to live in because: we have enough to eat.
everyone can go to school.
Canada is a beautiful country.
Canada is a peaceful country, etc. *(Select reasons appropriate to children's understanding. Have children supply reasons as they perceive them).*

* * *

Canadian citizens lend helping hands
When earthquakes or floods hit other lands.

* * *

Why do we sing our national song?
To let the world know where we belong.
We are Canadians, tried and true,
A happy, healthy, peace-loving crew!

* * *

Canada is a rich country. Underground it has gold and copper and other minerals. It grows grain and makes electricity from its running rivers. Its trees are made into paper for newspapers and for the paper you write on. Buth nothing lasts forever. All Canadians, children and grown-ups, can be good citizens by not wasting what we have. Think of that when you throw away unused paper or break or lose your pencils.

* * *

OUR ANCESTORS

They came from Italy and Spain,
From Hungary, Norway and Ukraine
To work the land and grow the grain.
German, Jamaican, Vietnamese,
Polish, Philippine, Japanese,
Ugandan, Belgian and Portugese -
Pioneers found a new way to live
In Canada that had so much to give.

* * *

French and English speaking
They came to this land seeking
A new life and a new way of living,
First fighting and then forgiving.
Later they joined in Confederation
And worked together to build a nation:

CANADA.

* * *

Pioneers came from every land,
Searching for freedom, looking for a home.
They came to Canada, open and grand,
To build a nation under the sky's great dome.

* * *

CANADIAN OCCUPATIONS

In Canada there is work to do
To keep our country good and strong.
We can show that we really care
By proving that we want to share
Our love of the country to which we belong.

** ** **

Some Canadians are teachers,
Some Canadians are preachers,
Some work in stores,
Some polish floors,
Some sell houses,
Others sew blouses.
Valuable is the work they choose,
From making furniture to mending shoes.

** ** **

Athletes are important to Canadian life.
They try to compete and excel without strife.

** ** **

Gold is a precious metal found
Deep in dark mines underground.
Hurrah for the miners risking their health
To dig the ore for Canada's wealth.

** ** **

It's fine to be a member
Of the R.C.M.P.
Canada's famous Mounties,
Protecting you and me.

** ** **

Canadian pilots break the sound barrier
In jets that flash across the sky.
In a bulky old freight carrier,
In planes that land on floats or skis,
They carry the mail or whatever you please
As east and west, north and south they fly.

** ** **

In Canada there is much work to do,
The fisherman's, the clerk's,and the farmer's too.
These workers and others keep up the pace
To make our country a better place.

** ** **

Garbage collection as a job is underrated,
Though its value to us cannot be debated.
Canadians can help by being keen
To keep our streets and roadways clean.

** ** **

In trucks big and small
Canadians haul
Loads
Over all kinds of roads.

** ** **

Plumbers and bakers, butchers and homemakers,
Typists and electricians, artists and musicians,
Politicians and writers, police and firefighters -
Every Canadian has a part to play,
Every Canadian has something to say,
About running this country from day to day.

** ** **

It's an important thing to drive a bus.
The driver's job is to take care of us,
Carrying heavy passenger loads
On Canada's icy winter roads.

** ** **

Would you like to be an engineer,
Piloting a train from there to here?
From B.C.'s mountains to New Brunswick's tides,
Carrying goods and passengers on long, long rides?

** ** **

Canada's soldiers have kept the peace
Between faraway countries like Turkey and Greece.
Under the flag of the United Nations
They have lived and worked in distant locations.

** ** **

Many Canadians make their living by selling;
Their job is to get you whatever you need.
It may be a car or a brand new dwelling,
A bottle of milk or a bag of seed.

** ** **

In Canada's short summer season
There is a very good reason
For farmers to work late at night,
Harvesting their crops by the combine's light.
They must finish before the frost
Or else their efforts will be lost.

** ** **

Canadian doctors, nurses and such
Treat us kindly, and with gentle touch
Stitch up our cuts and bandage our scrapes.
Their protective shots no one escapes!

** ** **

Canadians are fond of jogging and walking,
And everyone knows how much they like talking!
No people in the world use the telephone more
Than Canadians, calling their neighbours next door
Or friends in faraway Labrador.
So telephone workers are important to us,
As they do the job we think is due to us.

** ** **

Canadian dancers have leaped and twirled
Their way to fame around the world.

** ** **

Canadian dentists use the latest techniques
To spare us pain and so prevent our shrieks!
We are not afraid of the dentist's chair -
We know the reason for our being there.
We can keep our teeth both healthy and strong
If we follow the health rules all year long.

** ** **

Canadian truckers need strength and skills
To drive their huge trucks over flat lands and hills.

** ** **

19

CANADIAN ANIMALS AND BIRDS

The bison
On the horizon
Is a reminder
Of the early days
And early ways
Canadians lived.

** ** **

If you are ever in a pickle
About chopping down trees,
Look at the beaver on our nickel -
She chops them down with the greatest of ease.
Her teeth are as sharp as any axe;
They cut through any wood she attacks.

** ** **

The beaver is an ample example
Of not shirking working.

** ** **

The Canada Jay is a faithful bird.
Through our long winter its cry is heard.

** ** **

Beware, beware, of the Polar bear -
King of the North, white as the snow.
The Inuit track him to his lair.
How fierce he is they very well know.

** ** **

Canada's summer birds are very brave creatures.
Their long migration is one of their important features.
Every year long distances they fly
To hatch their eggs under our Northern sky.

** ** **

Canada's reindeer carry their antlers proudly,
The thunderous sound of their passing echoes loudly.
Over the tundra, as the short summer wanes,
The caribou, in herds, cross our Northern plains.

** ** **

In time the whoop may not be heard
Of the whooping crane, a very rare bird
That lays its eggs in the Canadian North.
It must be protected as it sets forth
On its journey to follow the sun
From the danger hidden in the hunter's gun.

** ** **

CANADIAN TREES AND FLOWERS

Many Canadians like to send
As a special gift to a special friend
In a faraway country on the map
Candy and syrup made of maple tree sap.

** ** **

A large part of Canada is covered with trees -
Poplars with leaves that whisper in the breeze,
Birch from whose bark Indians made canoes,
Spruce, pine and cedar whose wood we use.

** ** **

Trees are planted 'round a Canadian farm,
When north winds blow, to keep it from harm,
For beauty and shade, and to stop the snow from drifting,
And in dry summer months to prevent the soil shifting.

** ** **

Some Canadian wild flowers are known as weeds,
Beautiful as they are - both as flowers and as seeds.

** ** **

Wild flowers grow in ditches and fields,
Blue asters and larkspur and golden rod,
Rosy milkweed with its furry seed pod.

** ** **

Canadian flower gardens are a delight to all.
We enjoy them all summer and late into the fall.

** ** **

JINGLES, TO BE SUNG OR RECITED

CANADA

A Counting Rhyme

One, two, three, four
What do we cheer for?
Canada
C-A-N-A-D-A
Canada

** ** **

Five, six, seven, eight,
When is Canada's birth date?
Eighteen hundred and sixty-seven.
Nine, ten, eleven,
Eighteen hundred and sixty-seven.

** ** **

(The following jingles are repeated from the primary program. They may be sung to any familiar tune that suits their rhythm, e.g., "Mary Had A Little Lamb").

We live in Canada, Canada, Canada,
We live in Canada,
Canada is our home.

** ** **

We love Canada, Canada, Canada,
We love Canada,
Canada is our home.

** ** **

Canadians like to play games fair,
Play games fair, play games fair.
Canadians like to play games fair,
Have fun everywhere.

** ** **

Canada is our country,
Is our country, is our country,
Canada is our country,
And we are proud of it.

** ** **

JINGLES, TO BE SUNG OR RECITED

(Jingles to be sung to the tune of "Jingle Bells")

MANITOBA

Here I am, here I am
Happy as can be,
Living in Can-a-da,
In the homeland of the free.

**　　**　　**

Sing along, sing along,
Sing with us today,
Manitoba is our home.
And happy is our day.

**　　**　　**

Here we go, here we go,
Off to Morden town,
Cobs of corn and apples to eat,
With cider to wash them down.

**　　**　　**

Here we go, here we go,
To Altona town.
Sunflowers grow in the fields about
With ripe heads hanging down.

**　　**　　**

Here we go, here we go,
Off to Boissevain,
Tommy Turtle standing tall
With his arms stretched over all.

**　　**　　**

Here we go, here we go,
Off to see Gimli,
To see the mighty Viking stand
And the fishing industry.

**　　**　　**

Here we go, here we go,
Off to the Austin site,
Where old tractors come to rest
Like monsters in the night.

**　　**　　**

Here we go, here we go,
Off to Souris town,
To look for stones in the gravel pits,
To polish and grind them down.

**　　**　　**

Here we are, here we are,
Happy as can be,
Living and working in Can-a-da,
The land of liberty.

* * *

(Teachers and children may make up jingles related to their own locality, and/or familiar sites near the school).

CANADA'S GEOGRAPHY

Look at a map of Canada. The lines of its roads cover it like a net. The roads connect towns and cities, lead to lakes and cross rivers. They bring us food in big trucks and take us to visit our friends and relatives in other parts of Canada.

* * *

Winnipeg, Halifax, Toronto, Regina,
St. Johns, Charlottetown, Edmonton, Victoria,
Fredericton, Quebec and Ottawa -
These are Canada's capital cities,
Bustling,
Busy,
Beautiful.

** ** **

The name Saskatchewan
Is hard to spell.
But it's one of Canada's provinces,
So learn it well.

** ** **

It's fun to travel across Canada by train,
Rushing through forest, over mountain and plain,
With a diesel engine pulling a string of cars,
Under the day's sun and the night's stars.

** ** **

Canada has many natural wonders -
Magnificent Niagara where the water thunders
As it foams and swirls over the cliff;
Yukon's Mount Logan, rocky and stiff,
Kilometres high and challenging climbers,
Admired and feared by newcomers and old timers.

** ** **

Canada stretches from the Atlantic to the Pacific.

Its tremendous size is awesome and terrific.

** ** **

In Canada's forest the lumberjacks

Bring down huge trees with saw and axe.

** ** **

CALENDAR OF CANADIAN SEASONS

In Canada in *January* for play you may choose
Skis, toboggan, speed skates or snow shoes.

**   **   **

In Canada in *February* the great game is curling
Down the sheets of ice granite rocks are whirling.

**   **   **

In Canada in *March* there is more light
As the equinox brings equal day, equal night.

**   **   **

In Canada in *April* the ice begins to break
On thawing creek and river, slough and lake.

**   **   **

In Canada in *May* we celebrate Citizenship Day,
We try to be fair in work and in play.

**   **   **

In Canada in *June* the warm sunshine is a good reason
For enjoying our beautiful short summer season.

**   **   **

In Canada in *July* we celebrate our Day.
"Long live Canada!" we proudly say.

**   **   **

In Canada in *August* visitors come to see
Our mountains and our forests - and of course - you and me.

**   **   **

In Canada in *September* the leaves turn red and gold,
Vegetables and grain are harvested and sold.

**   **   **

In Canada in *October*, Thanksgiving and Hallowe'en
Bring turkeys and pumpkins as part of the scene.

**   **   **

In Canada in *November* we take time to remember
Canadians who fought
And with their lives our freedom bought.

**   **   **

In Canada in *December* we string coloured lights
To cheer us through the long winter nights.

**   **   **

In summer Canadians enjoy the heat
And show off the tan produced by the beat
Of the sun's hot rays on beach and street.

**   **   **

Spring is the season to walk around,
To see the new grass on the ground
New buds bursting on the branches,
New calves on the farms, new colts on the ranches.
Canada's a lovely place to be
In the spring of the year when the water flows free.

**   **   **

Canada's winter may be long and hard,
But Canadians hold it in high regard.
How lovely to wake from a long night's sleep
To find the snow lying white and deep,
And large flakes falling softly down,
On ground that yesterday was hard and brown.

**   **   **

The Canadian fall is an exciting time.
We celebrate it with song and rhyme.
Although it's the season when summer ends,
It's the beginning of school and of making new friends.

**   **   **

MISCELLANEOUS ITEMS

Canadians want to be healthy and well,
Active, alert, sound as a bell.
So we jump, skip and run,
Play football - whatever is fun.
Some like to garden, to plant and to weed,
Others to walk and to talk and to read.
Whatever it is we choose to do,
Some favourite sport or some hobby new,
Let's do it with lots of determination;
It will help us make Canada a healthy nation.

** ** **

Canadian children play in all seasons
Good health and good fun being very good reasons
For games to be played both indoors and out,
For letting off steam with a run and a shout.
But remember that players must follow the rules,
Whether they play at their homes or on the grounds of their schools.

** ** **

Insulin is a Canadian discovery
That led to many a person's recovery.

** ** **

Dinosaurs once used to roam
Where you and I now make our home.

** ** **

FOR SPECIAL DAYS

Remembrance Day United Nations Citizenship (see also sections: Our Flag , We Are Canadians, Citizenship, The People of Canada)

Remembrance

In every Canadian town you'll find
A monument
Or a document
That brings to mind
The people who died
So that we might live free
And not be denied
The right to see
The good things
That freedom brings,
The right to live
Without fear or strife
The good life
That Canada can give.
The monument,
The document
Are Canada's way
Those people to remember,
Every year, from January to December

** ** **

Canada's soldiers have kept the peace
Between faraway countries like Turkey and Greece.
Under the flag of the United Nations
They have lived and worked in distant locations.

** ** **

Canada and the U.S.A.
Have a border together that runs a long way -
Five thousand kilometres along water and land,
With never a soldier, a gun or a fort,
But a friendly smile and a helping hand,
When neighbours cross at an entry port.
It's a freedom Canadians should not take lightly,
To travel so easily and be welcomed so politely.

** ** **

Special Days

SPECIAL DAYS

Special Days - What Are They?

Traditionally Canadian schools have highlighted special dates that held significance for Canadian children: Thanksgiving, Remembrance, Citizenship, Canada. There are also other dates that might receive special attention so that almost every month of the school year provides an occasion for recalling our Canadian heritage and Canadian responsibilities.

In October, United Nations Day often receives this kind of attention. The celebration of Christmas could be extended to include a presentation of observances not only of Christmas in different traditions, but of mid-winter celebrations in other religions and other cultures. Many of these are represented in the Canadian population, and provide an opportunity to help Canadian children understand their own many-sided heritage. The still unproclaimed Heritage Day in February is a natural vehicle for displaying Canadian history and the contributions of all segments of the Canadian population to that history. March and April are the months of the spring rites, the rejuvenation of the land after the long winter; a special day might be set aside to consider Canada's role in feeding the world, and Canada's dependence on other parts of the world for some of its essential foods. Older children might compare religious observances centred around the spring equinox, festivals of seeding and harvesting spring crops, the stories of Ceres and Hiawatha, the religious festivals of Shavuoth and Passover and Easter, the symbols of liberation and on-going life common to these festivals.

Schools generally set aside the Friday preceding Victoria Day in May to place special emphasis on citizenship, to discuss Canada's role in the Commonwealth, the United Nations and other international bodies. Younger children are encouraged to think about citizenship in terms they can readily understand: behaviour at home, in school and in the larger community, responsibility to one another; the meaning and limitations of the term "freedom". Though Canada Week falls at a time of the year when concentration on preparation for it may be difficult it can help to bring together and focus learnings and attitudes that have been cultivated throughout the year.

Approaches to Celebration of Special Days

If the celebration of special days is not to become routine, a dull and meaningless exercise, the children for whom the celebration has been arranged must be involved both in the planning and the implementation of programs, whether these programs take place in individual classrooms or in the school auditorium. It is not enough for teachers to set up a program, prepare a choir and bring in a speaker. Indeed, unless speakers know how to talk with young children, their level of interest, the brevity of their attention span, their background of information, the "talks" are more likely to kill than to stimulate interest. It is suggested, therefore, that children, with teachers' help and advice, decide on the items of programs and participate actively in the program items with as many children as possible involved in the process. Children may, to whatever extent is feasible in a given situation -

- act as masters of ceremony or chairpersons.
- be soloists.
- take part in orchestras, choirs, groups and in mass singing.
- prepare for the program by being asked to write verses, stories, playlets, descriptions, expositions appropriate to the various occasions.
- design posters advertising the Day, to be displayed around the school, in classrooms and if feasible in public places in the community.
- design bulletin boards for the classrooms, corridors, school library, school office, based on the theme of the Day.
- take part in pageants, plays, debates, panel discussions, and give talks on the theme of the Day.
- invite parents and friends to the programs; when programs take place in individual classrooms, set up exchanges with other classes or grade levels so that children may have a fresh audience.
- take still photographs, and/or if equipment is available, make tapes, audio and video, or films of all or parts of the proceedings for later evaluation, discussion, and/or inclusion in school archives.
- make up a kit or booklet of materials prepared for the special days, including materials that could not be used in the programs so that all children may feel that what they have done was valuable and valued. All pupils should receive a copy of the booklet or kit.

It is impossible to stress sufficiently the importance of having "live" programs in which children participate as performers and as audiences. Total school involvement is also desirable but not essential. Individual teachers, or groups of teachers working together, can stimulate interest in their students, by display of materials and sharing of performances in the school as a whole. The support and enthusiasm of the principal can do much to make the special days high points of the school year.

Materials for Use on Special Days

Criteria for the selection of materials for use in special days' programs are simple.

- The materials should be of such a level that they are understood by the children who are using them.
- Teachers should make available to children a range of materials on which children can draw when called upon to write about the special day, or prepare pageants or playlets.
- The information contained in the materials should be accurate.
- Since the programs are intended to be celebrations, as far as possible the materials should not be controversial, though they need not be lacking either emotional or intellectual content on that account.
- At least some of the materials should be drawn from the community in which the children live, but always there should be materials common to the larger Canadian community.
- The intrinsic interest of the material should be an over-riding consideration. Having children make the final selection or using materials they have created, written, or produced is essential to maintaining interest.
- The purpose of the special days' celebrations should always be borne in mind: to help children understand what it means to be Canadian, what responsibilities go with being Canadian, the nature of Canada's multicultural background, the role that Canada plays in the world.

Every special day has values in addition to its Canadian connotations. These values should enhance the Canadian nature of the celebration, just as the Canadian context of the celebration should give special meaning to the central theme of the day itself. Remembrance Day, for example, honours Canadian war dead. Its celebration, however, emphasizes the need for peace in the world. The celebration of spring can spotlight the ethnic and cultural mosaic that is Canada, and point to Canada's place as a world food supplier. It can also help create understanding of different religious beliefs and traditions that are found in different parts of the world and have been transplanted onto Canadian soil, thereby showing that Canada is related to the world community in a special kind of way.

Pupils Activities in Preparation for a Special Day Program.

(1) Allow enough lead time for adequate preparation.

(2) Lay the groundwork for the special day. Identify it. Have pupils discuss the reason for it, and the activities that might be associated with it. Such discussions can best take place in small groups of four or five children who then report their discussions to the whole class. Discussion should be brief, no more than five or six minutes, and structured to the degree that in each group someone is selected or delegated to report on specific matters.

(3) Decide as a class, or if the program is to involve the total school, with pupil representation from every class level, the form that the program will take, e.g., an assembly, a parade, an "ethnic day", a "pioneer day", the making of a film or tape, etc.

(4) Set up committees of pupils, under teacher direction, to which various parts of the program may be assigned. It is desirable to have a teacher (or teachers for a total school project) as coordinator. If items are to come from several classes, every class involved should have its own committee. Pupils should also have a clear understanding of the program item or the part of program which they are expected to contribute.

(5) Have as many children as possible take part in the activities. The activities should provide a variety of jobs so that no pupil is left out, e.g., if a backdrop is required, or a mural is planned, several children are needed to fill in background colours; if a booklet is part of a project, illustrators, printers, "bookbinders" to staple or tie the pages, all perform valuable tasks that should be recognized in the credits at the front or back of the booklet. Ushers can serve a useful purpose. Drummers, using makeshift instruments, can beat time for a parade around the school, playground or neighbourhood. Props and costumes are needed for plays, pageants and parades. All pupils should write or record on tape materials from which one or more items are selected for presentation at a class or school assembly program. (See samples of writing by Grade VI pupils).

SUGGESTED THEMES AND SONGS FOR "SPECIAL DAYS" PROGRAMS

(The numbered items are the titles of songs that teachers may consider appropriate for use in "Special Days" programs.)

OCTOBER .Thanksgiving and United Nations.

Canada is a member of the world community through the United Nations, hence our participation in the UNICEF collection program at Halloween time.

1. *I'd Like To Teach The World To Sing*
2. *It's A Small World*
3. *What The World Needs Now*
4. *Let There Be Peace On Earth*

NOVEMBER .Remembrance Day reminds us to be thankful for a way of life that Canadian men and women died for in two World Wars, a heritage which we can enjoy and pass on to later generations.

1. *Canada, We Praise Thee*
2. *Land Of The Silver Birch*
3. *For The Beauty Of The Earth*

DECEMBER .Most people of the northern hemisphere celebrate a mid-winter holiday. Christians celebrate Christmas, Jews Hanukah. Other people express their joy at the solstice, the beginning of lengthening days of sunshine. In classrooms where there are children of other than the majority religion or culture, teachers have an additional resource on which to draw. The mid-winter holiday, whatever it commemorates, is a happy occasion, and the songs reflect its gaiety.

1. *Vive Le Vent; Vive La Compagnie*
2. *The Christmas Tree Carol*
3. *Hanukah*
4. *The Kelligrews' Soiree*

JANUARY .The beginning of the new year generally brings forth new resolutions and it's a good time to remind ourselves that Canada is composed of many different peoples, each making a contribution to our country.

1. *Canada Is*
2. *New World In The Morning*

FEBRUARY .Heritage Day is a good time to remember the contributions of our pioneers, in particular the struggle which both men and women faced to develop Canada.

1. *Hurlin' Down The Pine*
2. *Chanson Du Voyageur*
3. *Nova Scotian Farewell*
4. *Come All You Bold Canadians*

MARCH .The approach of springtime can be anticipated at this time and the theme of winter's gradual retreat brings forth lively music.

1. *Donkey Riding*
2. *Cod Liver Oil*
3. *Vive La Canadienne*
4. *Springtime In The Rockies*

APRIL .The planting of gardens and the celebration of May Day in most countries around the world can be used as a theme to remind pupils of the necessity of labour and the dignity of all work. Canada's special contribution as a source of basic food can be stressed, as well as Canadian dependence on other countries for much of its food.

1. *Savez-vous Planter Les Choux?*
2. *The Squid Jiggin' Ground*
3. *The Lumberjack's Alphabet*
4. *Black Flies*

MAY

.Manitoba Day on the twelfth of this month provides a good opportunity to concentrate on local as well as provincial history and traditions.

1. *Red River Valley*
2. *Moody Manitoba Morning*
3. *Boissevain Fair*
4. *Vla l'Bon Vent*

.Citizenship Day is usually observed on the Friday preceding the long week-end.

1. *This Land Is Your Land*
2. *Ca-na-da*

JUNE

.The last month of the school year is a good time to summarize what the year has been all about. Although Canada Day falls on July First, June can be used to prepare students to recognize and appreciate the value of what we have in Canada.

1. *O Canada*
2. *Bonjour Mon Ami*
3. *Ca-na-da*
4. *Consider Yourself (One Of The Family)*

* * *

Most of the songs suggested here appear in:

FOLK SONGS OF CANADA - compiled by: Eunice Boardman
Beth Landis

- published by: Holt, Rinehart & Winston Inc. Copyright 1966, 1971

EXPLORING MUSIC, BOOK 3 - compiled by: Edith Fulton Fawke
Richard Johnston

- published by: Waterloo Music Co. Ltd., Waterloo, Ontario 1954

SAMPLE PROGRAM FOR A SPECIAL DAY

The format suggested here may be adapted to any of the special days, and may be varied in a number of ways. e.g., instead of the Reading, there might be a pageant or a playlet, or choral reading. One or more musical numbers, vocal or instrumental might be added according to the resources of class or school.

The sample program is organized around the theme of Canada and lends itself to use either in May for Citizenship Day or at the end of June in preparation for Canada Day.

CITIZENSHIP DAY

O Canada (two verses in English or one English verse, one French verse)

Choice of a song or songs sung by a choir or a smaller group of children

e.g., *Canada Is*
This Land Is Your Land
Dans Mon Pays

A Reading either by an individual or a group of children

e.g., *I Am a Canadian* - by John Diefenbaker

A song in which all students join

e.g., Anyone of those noted above
Vive La Canadienne
Ca-na-da

A Poem or Prose Selection written by a student on a topic related to Canadian Citizenship

e.g., *What It Means To Me To Be A Canadian*
At My Age How Can I Be A Good Citizen?
Why Vote In Elections?
Why Is Freedom Of Speech Important?
The Canadian Mosaic
Canada - A Member Of A World Family

God Save The Queen

CANADIANS SPEAK ABOUT CANADA AND CANADIANS

I AM A CANADIAN

My creed as a Canadian is summed up in these words:
I am a Canadian, a free Canadian
free to speak without fear,
free to worship God in my own way,
free to stand for what I think right,
free to oppose what I believe wrong,
free to choose those who shall govern my country.
This heritage of freedom I pledge to uphold for myself
and all mankind for I am a Canadian.

- JOHN DIEFENBAKER

** **

The wholesome sea is at her gates
Her gates both East and West,
Then is it strange that we should love
This land, our land, the best?

- J.A. RITCHIE (Quoted in
Canada One Hundred, 1867-1967,
published under the Authority
of the Minister of Trade and
Commerce, Queen's Printer, Ottawa)

** **

CANADIANS SPEAK ABOUT CANADA AND CANADIANS (continued......)

Not long ago I spent a year travelling in Asia. On my way back from Tokyo, I disembarked at Vancouver at four in the morning and found myself in tears because I saw the space we have compared to that of Tokyo - it was incredible. That any group of people could be as fortunate as us - to have this air, this space...it was miraculous, and I kissed the Canadian soil in gratitude.....To this day I do not understand why we cannot say more openly, more often, how much we love this place, how privileged we are to live here.

- John Hirsch, excerpted from
a speech delivered At Carleton
University, Ottawa, by
permission from the author.

* * * *

The following poems may be found in THE BOOK OF CANADIAN POETRY,
3rd edition, ed. by A.J.M. Smith, and published by
W.J. Gage, Toronto

SONGS OF THE HAIDA, Translated by H.H. Fraser
TRANS CANADA by F.R. Scott
FAREWELL TO WINNIPEG by Roy Daniels
COUREURS DE BOIS by Douglas Le Pan

* * * *

EXAMPLES OF WORD GAMES CHILDREN CAN PLAY IN PREPARATION FOR SPECIAL DAYS PROGRAMS

Acrostics. . . . .

FROM COAST TO COAST

C lear skies and fresh air
A cross our wide land;
N ature's wonders from coast to coast,
A tlantic to Pacific
D ark forest towering over deep lakes,
A ll part of our beautiful country.

* * *

CANADIANS - WHAT WE WOULD LIKE TO BE

C ourageous
A mbitious
N otable
A dventurous
D aring
A greeable

* * *

MANITOBA

- Laurie Wilson, Grade VI

M is for the men who explored despite their fears,
A is for the active lives of all our pioneers.
N is for the nations whose people settled here.
I is for the Indians to whom this land is dear.
T is for the trees that make our forests fair.
O is for the open plains with fresh, inspiring air.
B is for the buffalo that roamed these plains for years.
A is for the attitudes that overcame all fears.

* * *

(See also examples in daily readings - Manitoba, Brandon)

EXAMPLES OF WORD GAMES CHILDREN CAN PLAY IN PREPARATION FOR SPECIAL DAYS PROGRAMS (continued...)

Anagrams. . . . .

MAPLE LEAF: Feel a palm; Female pal; Leap, flame!

OUR FLAG: A fur log; For a lug; Goal - fur!

MANITOBA: Ma in boat; Boa in tam; I nab a Tom; I'm not a B.A.

BEAVER DAM: Am ever bad; Made a verb; Be mad! Rave!

*** ***

EXAMPLES OF CHILDREN'S WRITING

(These items were written as the result of a Manitoba Schools Broadcast of the Let's Write Series)

WHY FLUTTER LITTLE FLAG?

- Harley Wong, Grade VI

Why flutter little flag?
You represent our land.
You are more than a piece of cloth.
People salute you always.
A story you contain,
Of Canada's freedom and her people,
To remain in our hearts forever.
Why flutter, lovely flag?

Why flutter little flag?
You mean to us
Warmth in our hearts,
Canada strong and free.
Standing glorious and proud,
Do you now understand
Why so bravely you fly for us?
Why flutter, dear flag?

Our Canadian flag flies
Gloriously forever.
We may die,
We may be conquered,
But in our hearts
Our flag flies forever.

*** ***

EXAMPLES OF CHILDREN'S WRITING (continued......)

OUR FLAG

- Ewhenia Pelech, Grade VI

What does our flag mean to you?
  To me it is more than a piece of cloth.
It does not only symbolize our country.
  It means more, much more than that to me.
When I look up at our flag,
  I see Canada in that maple leaf:
A rich land stretching from sea to sea,
  Green forests, mighty rivers, lakes - large and small.
Spreading fields of golden wheat,
  Mountains topped with icy jewels -
I see more than a piece of cloth;
  I see a growing nation in our flag.
A growing nation strong and free.

* * *

HENRY KELSEY

- Philip Shead, Grade VI

I roam the plains
In search of buffalo.
As you know my eyes have seen many strange sights
I was the first white man to see a buffalo round-up.
With fifty mounted warriors, painted and gleaming in the bright sun,
I, too, charged those awkward, humpbacked creatures.
Now in my dying days
I wonder how many others will follow my paths.
How many others will kill those savage beasts?
I hope I was right in leading the white man to these plains.
I hope I die still praised by my Indian friends.

* * *

EXAMPLES OF CHILDREN'S WRITING (continued....)

THE WHITE MEN

- Lindsay DuVal, Grade VI

They came to this land with canoes and gun.
They killed our buffalo and called it fun.
They gave us fire-water and took our fur,
This was their trap, only a lure.

They killed the people of our tribe,
Their beads and such were just a bribe.
They used our skills to take our land -
That's how they killed a mighty band.

* * *

LIFE ON THE PRAIRIES

- Deborah Mutimer, Grade V

I love the golden prairies
And their flowers so gay,
Their swinging, swaying treetops
On a summer's day.
I love to watch a garter snake come slithering past,
And see the rabbit family
Quickly hopping past.
I love to watch the buffaloes
Go trampling by
And see the bright stars twinkle
In the wondrous sky.

* * *

Patriotic Observances

Grade 4

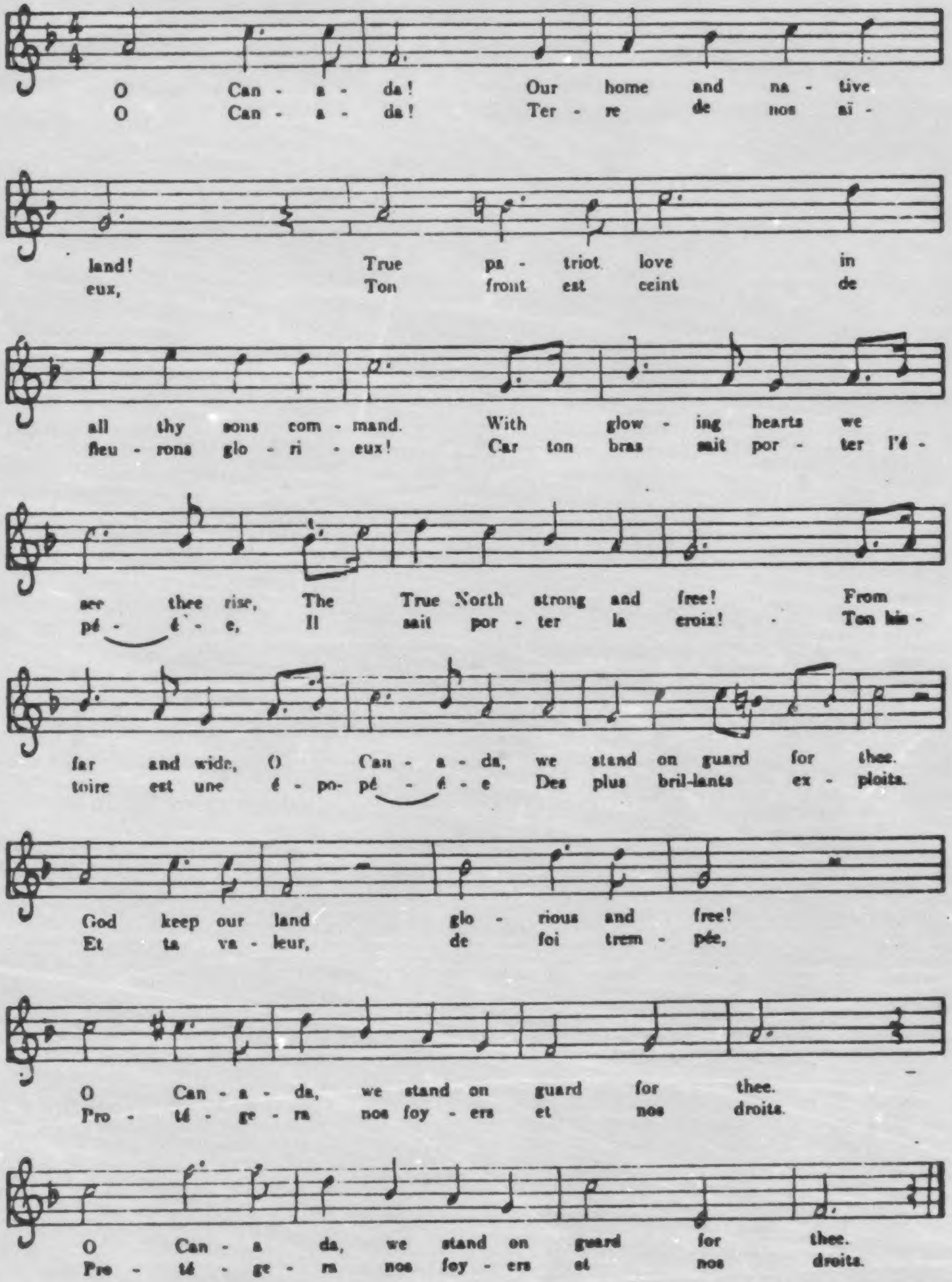
MANITOBA
DEPARTMENT OF EDUCATION

DAILY READINGS AND CALENDAR OF EVENTS

GRADE IV

APPROVED BY THE MINISTER OF EDUCATION
JANUARY, 1981

O CANADA


O Can - a - da! Our home and na - tive
O Can - a - da! Ter - re de nos aï -
land! True pa - triot love in
eux, Ton front est ceint de
all thy sons com - mand. With glow - ing hearts we
fleu - rons glo - ri - eux! Car ton bras sait por - ter l'é -
see thee rise, The True North strong and free! From
pé - é - e, Il sait por - ter la croix! - Ton his -
far and wide, O Can - a - da, we stand on guard for thee.
toire est une é - po - pé - é - e Des plus bril-lants ex - ploits.
God keep our land glo - rious and free!
Et ta va - leur, de foi trem - pée,
O Can - a - da, we stand on guard for thee.
Pro - té - ge - ra nos foy - ers et nos droits.
O Can - a da, we stand on guard for thee.
Pro - té - ge - ra nos foy - ers et nos droits.

BEST COPY AVAILABLE

TABLE OF CONTENTS

READINGS	PAGE
The Flag and Other Symbols	7
Canada Was First	9
For the First Time in Canada or Manitoba	10
Immigration	11
Citizenship and Government	12
Native Peoples	13
Interesting Canadians	14
The True North Strong and Free	15
Travel and Transportation	16
Canadian Women	17
Canada's Geography	18
Colourful Canadians	19
Place Names of Manitoba	20
Metis	21
Pioneer Life	22
Pioneer Transportation and Communication	23
Interesting Canadians	24
The French-Canadians	25
By Road and By Air	26
The English in Canada	27
The Scots	28
Landmarks	29
Exploration	30

READINGS	PAGE
Red River	31
Hockey Night in Canada	32
Men in Sheepskin Coats	33
Odd and Interesting	34
Canadians of German Descent	35
Canada, A Sports-Minded Country	36
Manitoba Towns and Cities	37
Small in Number But Important to the Mosaic	38
Canadian Women in Sports	39
The Irish in Canada	40
Segments of the Canadian Mosaic (1)	41
Segments of the Canadian Mosaic (2)	42
The Arts in Canada	43
The Rivers of Canada	44
Animals in Canada	45
Canada's Prime Ministers	46
The Climate of Canada	47
Hazards and Disasters	48
Calendar of Canadian Dates	49
Bibliography	

PATRIOTIC OBSERVANCES

Why Have Time Set Aside For Patriotic Observances?

Human beings are social creatures and live and work within a complex of structures to which they give and from which they receive support and loyalty. These structures vary in kind, size, and purpose from the family to the world community. An important unit in the complex is the country of which human beings are citizens by birth or adoption, the nation which grows within a geographic frame and develops unique characteristics by virtue of its geography, history, its mix of peoples, its systems of communication, its political and economic philosophies.

It seems reasonable that the schools of a nation should help its children establish their relationship to their country and inculcate a love for it, not a blind and unthinking love, but one based on their own need to belong, on a sharing of aspirations, on their ability to evaluate critically, and on an understanding of their responsibilities as citizens.

Canada is a land of immigrants and the descendents of immigrants, from the Inuit and Indians who were its first human inhabitants to the most recent arrivals on Canadian soil. Its history is short. It is officially bilingual and in practice multilingual. Its geography, like many of its other features, is a source both of strength and of weakness in the building of its nationhood. Its nearest and most influential neighbour and trading partner has constant access to its children through the media of communication, through common aspirations, and through bonds of family and friendship. For these reasons, if for no other, Canadian schools have a special duty to help Canadian children understand and appreciate what it means to be and to feel Canadian.

It is hoped that by taking a few seconds, consistently and daily, to bring to children's attention items pertaining to their country, their awareness can be heightened and their interest aroused. The program contained here is more likely to appeal to children if, within the framework of daily repetition, the items maintain a freshness and flexibility through references to current happenings and interesting Canadian personalities as they appear in the news, and through the involvement of children in the choice and presentation of materials for daily as well as special programs.

Above all, if the program of patriotic observances is to attain any measure of success the teachers using it must themselves show interest and enthusiasm, and must be prepared to adapt it to the needs and ability of their pupils.

What Are The Objectives Of This Program Of Daily References to Canadiana?

It is hoped that through daily and systematic reference to persons, objects and events related to the Canadian scene, past and present, children may be helped to develop:

1. an appreciation of Canada and pride in being Canadian.
2. an understanding and appreciation of the rights and privileges enjoyed by Canadians.
3. an understanding of the duties and responsibilities of citizens of Canada.
4. an understanding of Canada's form of democratic government.
5. an awareness of how Canada's varied peoples have contributed to its cultural enrichment and its political, social and economic growth.
6. an awareness of influential individuals and colourful characters who contributed to the Canadian story.
7. an awareness of how Canada's geography has affected the lives of its people.
8. an awareness of Canadian culture as expressed in literature and art.
9. an interest in current happenings involving Canadians at home or abroad.

Obviously a program of patriotic observances is not the only or the best way to attain these objectives; but it has a role to play and can contribute, over a period of years and in a systematic fashion, to the building of a Canadian consciousness in Canada's young people.

THE CONTENT OF THE DAILY READINGS

Organization

The items for each grade are arranged in 41 groups of five items each. Every group has a central theme introduced by a note to the teacher. Accompanying each them or group of items is a poster referring to the theme. A theme might logically be used for a week, with an item per day. The themes recur through Grades 4, 5 and 6.

Timing and Timelines

The readings should take place every day, and be part of the opening or closing exercises. It is suggested that the teacher or a pupil who has practised the reading for the day, present it immediately after the singing of O Canada, and that the reading be "live" in the individual classroom rather than over a public address system. Only in that way can the necessary adjustments be made to the needs of specific groups of children.

Theoretically very few items should take more than 30 seconds to present. Most will take less time. Teachers will use their discretion in extending the time if pupils manifest interest or the item is particularly appropriate to what is happening in the news or in the regular school program.

Teachers are free to change the order in which themes or individual items are presented in order to correlate them with the day's or week's news and/or with what is currently being studied in Social Studies or other courses.

Nature and Use of Materials

The materials contained in this program have been selected to stimulate interest and not necessarily to be remembered. Some items will also occur in Social Studies or other regular school curricula and are therefore more likely to be retained by children than others. There has been little attempt to correlate the informational items with Social Studies programs of study. It is expected that where such correlation occurs teachers will take advantage of it, and if necessary re-arrange the presentation of the material to make the best use of it.

Considerable emphasis has been placed on Manitoba materials. The ethnic composition of Manitoba's and Canada's population has also been stressed. Two themes feature Canadian women as some counterbalance to the fact that most historical materials, and a majority of sports news, past and present, are male-oriented.

Although only one theme deals with the patriotic symbols that are so important as landmarks of national identity, it is expected that the flags of Canada and Manitoba, the provincial emblems and flowers, and Canadian identifying symbols such as the bison, the beaver, and the maple leaf will be constantly visible to children in their classrooms and in the school. The visual materials in the posters should also be used to full advantage.

Canadian geography and climate occur as themes, and are also implicit in other themes related to exploration, pioneer life, transportation and communication. Even sports items are indirectly related to Canada's geography and climate. Its long winters account for the preeminence of Canadians in sporting events like curling, hockey and the various kinds of ice-skating. The Grey Cup represents a contest between Eastern and Western Canada.

In most cases when time and space forced a choice between a well-known Canadian character and a less well-known one the selection favoured the less well-known person, since children will meet famous Canadians in other contexts. Teachers will add their own favourite Canadians to the far from inclusive list.

In many cases the criterion for the selection of an individual item has been not memorability or historical importance but the potential for catching the attention of the listener.

In all cases the intention is that the teachers using the items adapt the language and the content to the comprehension level of the pupils.

The Posters

The posters are to be displayed and referred to during the days when their respective themes are being presented. Teachers may wish to supplement them with additional visual materials. For example, when paintings are mentioned during the section on the arts in Canada, reproductions of paintings might be made available for pupils to see during the week. Other appropriate illustrations that are easily accessible should also be used whenever possible.

The Calendar

The calendar of interesting Canadian dates may be used when the dates fall on school days. They may replace or be added to the daily readings, or become a topic for a "special day" observance.

CONCLUSION

Teachers' understanding and acceptance of the objectives of the program are essential to its acceptance by pupils. For the short term, the intent is to stimulate interest, to catch the attention of children, and to emphasize that the people mentioned are or were Canadian, that the achievements were Canadian, and being Canadian they are part of the children's own Canadian experience. For the long term - over a period of several years - the hope and the expectation are that the total program of patriotic observances will help to engender in children an appreciation of their country and pride in being Canadian, and understanding of and appreciation of the rights and privileges ejoyed by Canadians, and à greater awareness than many of them now seem to have of the factors that have made Canada what it is.

At the same time care must be taken that pride in country does not deteriorate into chauvinism, into an intolerance of other ways of living and other modes of government. Part of the pride in being Canadian is an awareness of Canada as part of larger entities, as a member of other families of nations with responsibilities to them and to all the peoples of the world.

Finally, it should be understood that the patriotic observances as outlined in this booklet constitute only a small part of the total process of helping children to establish Canadian roots. The entire environment of the school and the community can and do contribute to the process; and the media, especially television, have what sometimes seems an overwhelming influence. Teachers can, however, reach children in a unique fashion, by example and enthusiasm as well as by direct teaching. Their interest in the program and their interpretation of it are crucial.

THE FLAG AND OTHER SYMBOLS

It is expected that teachers will present these brief segments of information in a manner that is comprehensible to children in their own classes. The flag is considered not as being important for itself but as having value as a symbol of what the nation that flies it represents. The flag should be visible to children as it is being discussed. Coats-of-arms should be at hand, either in individual copies for children to handle, or large scale on film strip, overhead, transparency, or chart. The statement by a child that opens the Level IV section indicates clearly that reference to the flag is not intended to be chauvinistic. Every nation has its flag, and that flag has a special meaning to the people whom it represents.

1. What is a flag? This is what Debra Kozak wrote about a flag when she was eleven years old.

A flag means everything
To its country.
It means freedom
And peace and joy.
It flies over schools, and stores
And government buildings.
The flag is the mark
Of its country and its people.
Each country is proud
To have its flag flying
In the circle of flags in front
Of the United Nations building.
Many of the flags are handsome
And colourfully made.
But none as fine and heart-warming
As the red Maple Leaf
To the heart of a Canadian.

2. Why is the flag important? Because it stands for Canada, for home, wherever we see it flying outside of Canada, and makes us think of our country and ourselves as Canadians when we see it flying in Canada.

3. Do you know how long the Maple Leaf has been Canada's flag? Thousands of ideas for a flag were sent in by Canadians from all over the country. The red Maple Leaf design was chosen, and in 1965 it became our national flag.

4. Every province in Canada has a flag of its own that it may fly along with the Maple Leaf. Manitoba's flag is red with a Union Jack in the upper left hand corner and the Manitoba crest or coat-of-arms in the bottom right hand corner. We fly it either on a separate flagpole or on the same flagpole as the Maple Leaf, but below the flag of all of Canada.

5. We are proud and happy to be Canadians. We also belong to two large families of countries. One is the Commonwealth of Nations and the other the United Nations. We like to see our flag flying among the flags of the countries of the Commonwealth and among the flags of the countries of the United Nations. We like to be a good and respected member of these two families.

CANADA WAS FIRST

Though Canada is a young country it has made important contributions in every field of human endeavour. This section lists a few of the areas and events in which Canada was FIRST.

1. A man called John McIntosh grew the first apples that are now called McIntosh Reds in 1911. These sweet, juicy apples are now grown all over North America. In Manitoba we get most of our McIntosh apples from Ontario in the East and British Columbia in the West.

2. The jobs that used to be done by dog teams are almost all now done by the snowmobile or skidoo. Joseph Armand Bombardier, a Canadian, had the idea of the skidoo as early as 1926, but didn't begin to manufacture the machine until 1959. His idea was taken up by others and snowmobiles are now used all over the world where travel over ice and snow is necessary.

3. The very first telephone call in the world took place in Canada, at Brantford, Ontario, a little over a hundred years ago. The inventor of the telephone was a Canadian, Alexander Graham Bell.

4. The first world figure skating champion was Louis Rubenstein. He was born in Montreal in 1861. The championship competition was held in what is now Leningrad, U.S.S.R., but was then St. Petersburg, in 1890. At first the Russians would not let Mr. Rubenstein in because he was Jewish, but the press and the Canadian government insisted that he be allowed to enter the country and to skate.

5. A form of ice hockey was played by Canadian indians centuries ago. A puck was used for the first time in 1860. About a hundred years ago a set of rules was drawn up. Canada was the first country to play the game as a national game.

FOR THE FIRST TIME IN CANADA OR MANITOBA

There are two kinds of Canada First stories. The first kind deals with inventions, discoveries and events which occurred in Canada first. The second kind deals with the first time certain things happened in Canada. An example of the former kind of "first" is Bombardier's invention of the skidoo or snowmobile. The latter kind of "first", which is largely featured here, is exemplified by the item to the effect that the first telephone exchange was set up in Winnipeg in 1881. It is not intended that students remember these "firsts"; they are included to help children orient themselves in time, and to reinforce the knowledge that Canada has been and still is in the forefront in many areas of life.

Teachers will, of course, adapt the language when necessary to suit the level of their students' background and understanding.

1. You have probably heard the saying that bread is the staff of life. Most bread is made from wheat, the most important crop grown in Canada. Wheat has been grown here since 1664 when Louis Hébert planted the first seeds, by hand, in New France (Quebec).

2. Where do you suppose in Canada the first curling game took place? Would you believe the St. Lawrence River? It is thought to have been played on the frozen river in the winter of 1760 by British soldiers after their capture of Quebec in 1759.

3. The first Canadian Christmas carol was written in the Huron language about 1640 by the Jesuit missionary, Jean de Brébeuf. It has been translated into French and English. In it the three wise men are chiefs, and they come bearing gifts of animal pelts.

4. If you live in Niverville or come from there you should be proud that the first grain elevator in the west was built there in the year 1879. It was a sign that grain growing was already seen as being an important industry in the new province of Manitoba.

5. A mother and daughter team were Manitoba's first women doctors, in the 1880's. Drs. Amelia and Lilian Yeomans were allowed to have only female patients. It was not thought right for a woman doctor to treat a male patient.

IMMIGRATION

Canadians who were born in Canada sometimes forget that in terms of human history the vast stretch of northern North America has been populated for a relatively short time. Accordingly every Canadian is either an immigrant or a descendant of immigrants. Some immigrants like the ancestors of the Inuit and Indian people, and of the Métis, arrived on this continent many thousands of years ago. The first permanent settlement of European immigrants dates back only to 1608. The Canadian West was opened to agriculture and industry by immigrants who arrived after 1870. From the beginning the newcomers, the adventuresome and the ambitious, the seekers after freedom and the refugees from persecution and hunger brought with them skills, ambition and strong motivation, as they still do. They came, and are coming, to Canada from every part of the world. They have made this a richer and more interesting country than most because of the heritage of language, culture and courage they brought with them.

1. Do you know where your grandparents were born? Some may have been born in Canada. Some may have come from other parts of the world. Some came not very long ago. Some came thousands of years ago. But everyone's ancestors came from somewhere else.

2. Did you ever wonder who were the first people to come to Canada and where they came from? No one really knows how long ago the first people came, but it is believed that they came from Asia, either across what was then land, or over the ice of the Bering Strait. They were the ancestors of the Indian and Eskimo or Inuit people, our first Canadians.

3. Many people came to Canada from other parts of the world because they could not make enough money in their homelands to provide food and proper living for their families and themselves. There are still immigrants coming for that reason. In Canada they made a new life for themselves.

4. Many people came to Canada because they wanted freedom to speak their thoughts and live by their own traditions. Sometimes the countries they came from would not let them do these things, especially if their beliefs were not those of the governments of those countries. In Canada we have freedom of speech and freedom of religion.

5. Many immigrants came to Canada because they wanted to follow their own religion without being interfered with. The Mennonite and the Hutterite people as well as the Doukhobors came for that reason.

CITIZENSHIP AND GOVERNMENT

The learning that children may gain from this section should be incidental. They should not be expected to be tested on it, for example. It may, however, become a springboard for discussion and later study. If teachers have already taught the substance of the material presented here, the items may be used as reminders. As always, teachers are expected to use their discretion and their knowledge of their pupils to adjust the vocabulary and the level of difficulty.

1. When you are older you will have the right to vote in elections. As soon as you reach the age of 18 you will have a say in who makes the laws of your town, your province and your country.

2. When you will vote in an election you will have the right to vote for the person you want to be elected. No one has the right to know for whom you voted. You will mark the ballot behind a screen where no one can see for whom you vote.

3. Elections are held very often in Canada. How often does your town elect a mayor and councillors? Or if you live on a reserve, how often do the people elect their chief? If you live in a township, how often do the grown-ups vote for a reeve?

4. In an election the people who get the most votes are the winners, and they are said to be elected. They must then do the job they were elected to do.

5. It is important to have people offer to become mayor or chief or councillor or member of parliament so that the voters can have a choice. The loser in an election plays a very important part. It is an honour for anyone to be asked to run in an election whether or not in the end he or she is elected.

NATIVE PEOPLES

History and fiction both tend either to neglect or romanticize the role of the first dwellers on the northern half of the North American continent, the Indian and Inuit peoples. When the ancient Britons were staining themselves blue to the astonishment of the more technologically advanced Romans, the hunters of what is now Manitoba used a variety of tools not unlike those of the Britons, with lance points made of copper, and an economy based on hunting the bison as the Britons hunted the deer of their mixed forest and grasslands.

Over the centuries the native peoples developed the skills and techniques which they were later to pass on to Europeans trying to find their way into the heart of the great continent they thought of themselves as having discovered.

1. Think of how the fur traders and the voyageurs of the 1700 and 1800's were dressed. Think of how they travelled on water and on land. Ask yourselves how they survived the Canadian winters, and found their way across the thousands of miles of the Canadian wilderness. If you think carefully about these things you will understand how much the native peoples of what is now Canada, gave to European exploration and settlement.

2. In the winter time when the northern half of the continent is deep in snow what is still the best way of walking over soft untrampled snow? When rescue teams have to make their way to airplanes wrecked in bush country, what do the rescuers wear on their feet? Snowshoes, an Indian invention, are useful wherever there is snow and no roads or beaten paths.

3. What is still the best boat for enjoying and exploring our rivers? The canoe, of course. Nowadays the canoe is made of other materials than birch bark, but the style and the shape of the canoe have changed hardly at all since the Indians taught the first white people how to use it.

4. What do you suppose Indians thought about the first "white" person they met? Samuel Hearne wrote that the Indians thought he was a perfect human being except for his hair which was like the stained hair of a buffalo's tail, his eyes which were light like those of a gull, and his white skin which was like meat that had been soaked in water until all the blood had been removed.

5. During the war of 1812-14, an Iroquois Indian carried a message to the city of Toronto. He ran a distance of 145 kilometres in only ten hours. Joseph Antone began running at 4:00 a.m. and arrived at 2:00 p.m. in the afternoon.

INTERESTING CANADIANS

The story of Canada is filled with the names of Canadians whose lives have been interesting for one reason or another. Not all have found their way into children's history textbooks but all form part of the colourful background of our national heritage.

1. A colourful man in Manitoba history was James Bird, better known as "Jimmy Jock", born at Red River about 1790. He loved to play tricks. His favorite trick was to leave a letter tied to a stick. The letter would give directions to some hidden treasure or to the next camp, but these places never existed.

2. Not very many people have heard of John Gyles, but his life story would make a good movie. He was born 300 years ago. When he was nine years old he was captured by Indians and taken to Acadia, now New Brunswick. There he lived with his Indian captors for six years. Many years later he wrote about what happened to him.

3. This man wasn't much to look at. He was short and bow-legged. But he was a wonderful scout; his sense of direction never failed. He was a Métis guide named Jerry Potts, and a hundred years ago he was a very important helper of the first North West Mounted Police on the Canadian prairies. He worked with them for 20 years.

4. This man was named "Warden of the Plains" by the Hudson's Bay Co. in 1828. There are many stories of his interesting life. One of them tells of his rescue of a group of Métis buffalo hunters, lost in a blizzard south of Pembina. He had just come to Pembina by snow shoe from his home near Brandon, but set off immediately without rest in search of the lost party and brought them back to safety. His name is Cuthbert Grant.

5. This writer, known as the Prairie Poetess and the Scrapbook Poet of the West, wrote over 3,000 poems and published 13 books. Her writing was about what she saw and felt in her many jobs as reporter, dressmaker, stewardess on a ship. Her name was Edna Jaques (pronounced Jakes). Imagine! Over 3,000 poems!

THE TRUE NORTH STRONG AND FREE

It is probably true that almost every immigrant who came to what is now Canada came seeking freedom. For so many, like the first men and women, who crossed the Bering Strait from Asia, it was freedom from hunger. They followed their food supply. Many more recent immigrants have had the same motive: the Scottish crofters, the Irish driven by the potato famine. Others have sought and gained freedom of religion, and freedom from persecution and imprisonment. Many of these people valued freedom of thought and speech above creature comforts. The right of Canadians to due process of law, the freedom of association, freedom from discrimination on the basis of race, nationality, colour, religion or sex, freedom to move freely from place to place. . . . these rights are guaranteed by the Canadian Bill of Rights, and the enforcement of several of them is insured through Humans Rights Commissions at the provincial and federal levels. One new Canadian citizen expressed his feeling about freedom this way: "When I thought of a policeman as someone who would help me in time of trouble and not someone to be afraid of, that's when I realized I was really in a free country."

1. When we sing O Canada, we sing of "The True North Strong And Free." What do you think it means for a person to be free? Does it mean that a person can always do everything she or he wants to do? If that's what it means, what happens when you want to do something that might hurt someone else, or might prevent someone else from doing what she or he wants to do? Think about what it means to be free, or to live in a free country. Talk it over with other people.

2. Do you know what a slave is? A slave is a human being who can be bought and sold like a horse or cow. There were hundreds of thousands of slaves in the United States until 1861. In Canada it was illegal to buy or sell slaves as early as 1793. Many American slaves escaped to Canada where they could live and work as free people.

3. In some countries of the world certain people are not allowed to own anything, and others can have their property taken away from them for reasons that do not seem fair. An important right that Canadians have is the right to enjoy their property without fear of having it taken away from them (except by due process of law).

4. The laws of our country are made to protect us, our property, and our rights as human beings. Only when those laws are obeyed can we be truly free. Laws help to keep us free from fear - fear of being robbed, of being arrested without cause, of being put into jail without a fair trial.

5. The Bill of Rights says that Canadians have the right to belong to any religion they want to. This is a very important right. People have died rather than give up their religious belief. In Canada there are many different religions. Perhaps in your own classroom there are girls and boys who belong to different religions. It is interesting to know about different religions so we can better understand our friends and fellow Canadians.

TRAVEL AND TRANSPORTATION

The story of the opening up of the North American continent is also the story of travel and transportation. The early years when travel was limited to travel on foot or by light boats on rivers and lakes saw little settlement beyond the easily accessible lands on the coasts and rivers draining to the sea. As means of travel became more efficient and routes were established, settlement followed the fur trade and missionaries westward into the heart of the northern half of the continent. There are not many living today who still remember the trek of settlers overland from eastern Canada by way of the Dawson Road or to Grand Forks and later Pembina where they used first steamboats and then the railroad for part of the journey north to the Canadian border. Credit is not always given to the ingenuity of the native peoples who taught the first Europeans how to build and use their river and lake craft: the kayak, the umiak, and the canoe. The covered wagon, familiar, thanks to the American western movies, did not play as great a part in the opening of the Canadian West as it did in the United States, though Red River carts and wagons both used the Carlton Trail.

1. The kayak is a skin covered boat used by the Inuit people. It is paddled with a single double-bladed paddle, is fast, and safe when properly handled.

2. When the white people came to North America they learned a great deal from the Indian people who already lived here. One of the most useful things they learned was how to make and use the birch bark canoe. It is light and strong. It can carry a great deal of weight, and yet can be "portaged" around waterfalls and rapids.

3. Travelling the distance from Quebec City to Montreal, about 290 kilometres, might take four or five days by canoe, since the paddlers were going up stream.

4. E. Pauline Johnson wrote the poem "The Song My Paddle Sings". Here is part of it.

The river rolls in its rocky bed;
My paddle is plying its way ahead;
Dip, dip,
While the waters flip
In foam as over their breast we slip.
And oh, the river runs swifter now;
The eddies circle about my bow.
Swirl,
Swirl!
How the ripples curl
In many dangerous pool awhirl!
Be strong, O paddle! Be brave, canoe!
The reckless waves you must plunge into.
Reel, reel
On your trembling keel,
But never a fear my craft will feel.

5. The canoes used in the North West (of which what is now Manitoba was a part) were large, measuring about nine metres long and a little under two metres wide. They weighed about 225 kilograms. The frames were made of light wood, the outer covering of birch bark.

CANADIAN WOMEN

At every stage of Canadian history women made a notable contribution that has rarely been recognized. This section has been included to provide some kind of balance to the heavily male-oriented materials in many Canadian compilations. Women's contributions to Canadian life have also been noted in other sections.

1. Five hundred years before Jacques Cartier sailed up the St. Lawrence River, Gudrid, a Viking woman, became the mother of the first white child to be born in the Americas. She was one of five Viking women to accompany 160 men on an expedition to the New World and lived there, probably on the coast of Labrador, for three years.

2. Have you heard of the kidnapped nun? Sister Ste. Thérèse, a Grey Nun, worked for three years from 1855 to 1858 at Grantown, near Portage la Prairie, acting as doctor to the little community thought she had no formal training. When she was called back to Quebec, a group of Grantown men, disguised as Indian warriors, kidnapped her and brought her back, where she was allowed to stay.

3. Did you know that Laura Secord was a real person, a heroine of the war of 1812? In that war, our only war against the Americans, she had word that the Americans were going to attack a small band of our soldiers. She drove her cow through the American lines, pretending that the cow was lost and she was chasing it home. She reached our soldiers and told them her news. Almost 50 years later her deed was recognized by the Prince of Wales, who awarded her £100, a lot of money on those days.

4. E. Pauline Johnson was born on the Six Nations Reserve near Brantford, Ontario, in 1861. The daughter of a Mohawk chief, she travelled across Canada, the United States and England, reading her poems and lecturing. She said, "I am an Indian and my aim, my joy, and my pride is to sing the glories of my own people." And so she did in poems such as "How Redmen Die" and "The Song My Paddle Sings".

5. Have you ever heard one Liona Boyd's records? She is a classical guitarist with a world reputation who lives in Toronto. She has played in Winnipeg among many other cities, and has been seen and heard on television specials. She was born in 1949 in England but is now Canadian.

CANADA'S GEOGRAPHY

The geography of Canada is as varied as that of any country in the world. From tundra to Mediterranean growth, from mountains more spectacular than the Alps to the flat coastal plains around Hudson Bay, from the sweep of the rolling prairie land to the craggy coasts of Newfoundland and Nova Scotia, from the fruit-growing regions of inland British Columbia and southern Ontario to the short-flowering summers of the Arctic this huge land of ours stretches from Atlantic to Pacific, from the 49th parallel to the North Pole. Its endless variety inevitably produces extremes of climate, of scenery of lifestyles. This section is a bare and random introduction to a few of our country's geographic points of interest.

1. The longest bridge in Canada is found in Quebec over the St. Lawrence River. It is called the Frontenac Bridge and is 660 metres or two-thirds of a kilometre long.

2. Mount Logan in the Northwest Territories is Canada's highest mountain at 6,100 metres, but it is well short of the world's highest which is Mount Everest at close to 9,000 metres.

3. The largest island in Canada is in our northland. It is Baffin Island. It is about three-quarters the size of Manitoba. Some island!

4. No visit to New Brunswick is complete without a trip to the Magnetic Hill, near Moncton. As you stand and watch, cars have their motors turned off and seem to climb to the top of the hill, against gravity. Of course you are watching an interesting optical illusion. Actually the cars are rolling down hill.

5. Canada's lakes are among the largest in the world. We have three large fresh water lakes in Manitoba: Winnipeg, Manitoba and Winnipegosis. There are also many smaller lakes. The fish caught in these lakes are eaten in Manitoba and sold to other parts of Canada and to the United States.

COLOURFUL CANADIANS

The Canadians noted in this section may not always rate mention in history books, but their lives are part of the warp and woof of Canadian life. They deserve to be brought to the attention of Canadian children, even briefly, to remind them that not only the great and famous make a contribution to their fellow human beings and to their country. The off-beat and the non-conformist should also be recognized as important to a free and open society.

1. Cape Breton Island, north of Nova Scotia, was the home of Canada's biggest man. His name was Angus MacAskill. He stood nearly 2½ metres tall and weighed nearly 200 kilograms. He died in Cape Breton in 1865.

2. A Canadian by the name of Louis Cyr could lift nearly 250 kilograms with one finger. This amazing man could lift as much as 2,000 kilograms if he used his whole body. His chest measured 170 centimetres, his thighs 94 centimetres, his biceps 57 centimetres. His own weight was a mere 145 kilograms. Remember the name: Louis Cyr!

3. The circus is a lot of fun. Everyone likes to see a clown or a trapeze artist shot out of a cannon. Did you know that the circus cannon was invented by a Canadian? His circus name was Farini, but his real name was William Hunt. In 1876 he built a spring-operated cannon to throw his son onto a trapeze high above the ground. Later Farini developed a cannon that used gunpowder.

4. Canadian Joshua Slocum decided that he wanted to sail alone around the world. Besides being one of the first persons ever to do it by himself, Slocum's voyage from 1895-1898 was remarkable because he did not know how to swim.

5. Two names that made the headlines in 1929 were those of "Eskimo" Charlie Planinshek and his partner Frank O'Grady. They paddled all the way from the Arctic to the tropics, a distance of 12,000 kilometres. From The Pas southwards they had with them on their journey Mr. O'Grady's two children, Inez, 8 years old and Tony, 6 years old. Don't you envy them the trip?

PLACE NAMES OF MANITOBA

The place names of Manitoba were imposed by the first waves of immigration and settlement. So Indian, French, English-Scottish, Mennonite, Icelandic and Ukrainian place names are most numerous with the English-Scottish group predominating. The coming of the railways and the Geographic Survey gave names to most areas into which later populations moved. Here and there lakes and streams are still being named or re-named to honour individuals. The names selected here are intended to show the multicultural nature of Manitoba's population. There are however, many ethnic groups, either numerically small or late in arriving, that have made notable contributions to the life and growth of the province but that have not been commemorated in its place names.

Children should be encouraged to search for the origins of names and places in their region of the province.

1. The Assiniboine Indians gave their name to the Assiniboine River. Assiniboine in their language means "the ones who cook by means of stones". The Indians used to heat the water in their cooking pot by heating stones in the fire and then putting the hot stones in the water.

2. Many of the early fur traders, and of course the Selkirk Settlers, were Scottish and so many of our places have Scottish names. Kildonan was named by Lord Selkirk in 1817 for the parish from which many of the settlers in Red River had come. In the city of Winnipeg there are West Kildonan, East Kildonan, North Kildonan and, farther out, Old Kildonan.

3. The first Icelanders came to Manitoba in 1875. They named the town of Gimli for the home of Odin, the father of the Norse gods. The Norsemen believed that all good and brave people went to Gimli, their paradise or heaven, when they died, to be with the mighty father Odin.

4. The first Mennonite settlers, who came to Manitoba in 1873, must have seen a great many wild roses growing on the prairie where they made their homes. They named their new towns in the new land: Rosenfeld - rose field; Rosengart - rose garden; Rosenort - rose place.

5. Since the early European explorers and fur traders were French-speaking we expect to find many names of French origin. Beausejour is one of them. It means a good resting-place, or good camp site; it stands on a height of land and so was a good spot for a voyageur's or fur trader's overnight camp.

METIS

The word Métis, or Métif as it was in old French, actually comes from the Spanish word Mestizo. Mestizo was used by the Spanish in the American Southwest to refer to people who were descended from both Indian and European ancestors. Nowadays the word Métis is used for the people who are descended from those families of mixed blood who formed part of a distinct ethnic group during the fur trading and early colonial times in the West. They are neither European nor Indian. Sometimes there is a distinction made between English-speaking Métis, descended mostly from English or Scottish ancestors on the European side of their heritage, and French-speaking Métis whose European ancestors were French.

1. In Canada, especially in Western Canada, there are many people who are proud to call themselves Metis because back in the early days of our history their ancestors were both Indian and European. Some Metis people have French and Indian great great grandparents. Some have English or Scottish and Indian great great grandparents. Most of the fur traders and explorers had Indian wives.

2. It is hard to count the number of Métis people living in Canada now, but it is probably somewhere near a quarter of a million. Many Canadian families are proud of their Indian ancestry, and many more are not aware that they have an Indian ancestry.

3. William Sinclair was one of the first Métis to become a Chief Trader, working for the Hudson's Bay Co. He was a very clever man and drew up the plans for what is called the "York Boat". He did this when he was asked in 1835 for a boat "light enough to be taken over portages, strong enough to shoot the rapids, seaworthy enough to cross such stormy lakes as Lake Winnipeg, and commodious (large) enough to carry a cargo of ... 80 pieces weighing (each) about 35 kilograms."

4. Jimmy Jock, whose real name was James Bird, was born at Red River in 1790. He was known as a practical joker, but he was also an important person as an interpreter. He spoke English, French, Blackfoot, Gros Ventre, Stony and Assiniboine. His father was and Englishman, his mother a Blackfoot Indian. Many stories are still told about Jimmy Jock.

5. Did you know that an early priemer of Manitoba, John Norquay, was a Métis of Scottish descent? He was the first Metis to hold this office. A school in Winnipeg is named for him.

PIONEER LIFE

The frontier of Canada was part of Canadian life for 300 years. Each successive wave of immigrants, each new part of the land for settlement brought similar problems to the pioneers, whether they came in 1650 or 1910. The snapshots of life contained in this section were taken mainly of and from the experiences of newcomers to the Canadian west, but they are not dissimilar from experiences of newcomers to the Maritimes, or the provinces of Quebec and Ontario.

1. In the early days in Manitoba there were far more men than women, and many farmers were bachelors. Mrs. E.M. Stephenson, who was then Eulalia Carefoot, told this story of something that happened when she was a little girl in Virden: "Our first cow was purchased from Mr. Robert Mooney, Senior, but we had to take her back because she became frantic at the sight of a woman."

2. If you had to heat your house by burning wood during the winter, can you imagine just how much wood you would have needed? Remember: the fires had to be kept going twenty-four hours a day for five months of the year. Manitoba in the early days was a very busy place in the fall because people had to store up wood and food for the coming winter months.

3. Imagine what washday was like for the pioneers, especially in the winter time! A pioneer woman wrote about washday in her home: "In winter, when the sloughs were frozen, blocks of snow had to be brought in the day before washday and melted, everything that was in the kitchen that would hold water being put to use. Mother had a wooden washtub and a wooden washboard. The white articles were hung out to bleach by freezing. Then they had to be thawed and dried, which sometimes took three days."

4. How did the pioneers manage without refrigerators? Some had deep wells where the water stayed cold most of the summer. They lowered big milk cans and buckets of cream into the well. If they were lucky enough to live near a slough or river, they cut ice during the coldest part of the winter, and stored it in root houses, under heavy layers of sod. Some of it often kept frozen through the hottest summer. And farmers who had well-built houses with stone foundations and deep cellars kept milk and other things that spoiled easily in the cool cellars.

5. What meal of the day would you be eating if you had the following: tea and coffee, toast and bread, buckwheat cakes, sweetbread, steak and onions, a shot of whiskey and a cigar? That was some breakfast! You were given all that food in Ontario hotels in the early 1800's.

PIONEER TRANSPORTATION AND COMMUNICATION

Travel is so easy today, and communication so rapid, that the hardships of a relatively short time ago are easily forgotten; the oxcart train that took two long, slogging months to reach Edmonton from Winnipeg, the ride to church in a Red River cart or even on a stone boat, the transformation that the telephone, the telegraph, and the radio brought to communication. This section documents, often in the words of people who used oxen and waited three months or more for news from eastern Canada, some of the experiences and feelings of the people who lived and worked in Manitoba in an earlier time.

1. The two-wheeled Red River cart was a useful invention for the early settlers in Manitoba. A cart could carry a half-tonne load. A single ox or a strong pony could pull it through soft places where a wagon would get stuck in the mud.

2. It is hard to imagine that at one time river steamers carried passengers and cargo on the Assiniboine River from Winnipeg to Brandon and back. River travel was usually during the spring flooding season when the water on the river was high. The trip took a week and cost $9.00 plus the cost of meals at 50 cents a piece.

3. The stone boat used by our pioneers was not a boat at all. It was used on land to carry all kinds of things, and even people. It was made of two poles fastened together and pulled by a dog, ox or human being. Most of the time it carried stones being taken out of the new broken land.

4. Before the coming of the railway, caravans made up of 50 to 150 Red River carts and oxen carried goods and supplies from Winnipeg to Edmonton, a distance of about 1600 kilometres. The caravans averaged about 30 kilometres a day, and took about two months to cover the distance, and another two months to return.

5. The cargoes carried by the oxcart trains on the way west were flour, salt, pork, oatmeal, hard-tack, sugar, treacle (molasses), tea and coffee, tobacco, whiskey, painkiller, blankets, overalls. Many of these things had come from Chicago and St. Paul to Winnipeg by oxcart and river boats.

INTERESTING CANADIANS

For a young nation Canada has produced and is still producing people of note. They do not always receive the renown they deserve. It seems worthwhile to introduce some of them to young Manitobans as a matter of interest if not always of example.

1. Have you ever seen a picture of Niagara Falls in Ontario? Would you believe that some men have walked on a rope over Niagara Falls? A Canadian who did just that was William Hunt, from Port Hope, Ontario. On one occasion he even carried another man on his shoulders as he crossed over the dangerous falls. Another time he cooked an omelet on a stove he carried out over the waters.

2. This Canadian was born in Quebec in 1904. He became a Roman Catholic priest and worked among the poor and the homeless. The Pope made him Archbishop of Montreal and a cardinal. But Cardinal Léger was not happy living a comfortable life in Canada. He resigned as archbishop of Montreal and went to Africa to work in a leper colony. He gave the rest of his life to those who could not help themselves.

3. The man who established and held during his life time several world records as a weight lifter and was known as the strongest man in the world was only 49 years old when he died in 1912. He was born in what is now Quebec. He could lift a platform with four horses on it, and could pick up 200 kg. of concrete with one finger. He has become a Canadian legend. His name - Louis Cyr.

4. The man who was known as the Voice of Hockey in Canada was heard for the first time on the air in March, 1923. His name was Foster Hewitt, and for more than fifty years no important hockey game in this country was complete unless Foster Hewitt broadcast it play by play. He made famous the line: "He shoots! He scores! "

5. Two well-known Canadians in the world of music are Anne Murray and Joni Mitchell. Anne Murray used to be an elementary school teacher. She comes from Springhill, Nova Scotia. Her musical career began in the 1960's. She has won many Canadian and international awards. Joni Mitchell, from Saskatoon, Saskatchewan, is known not only for her singing but for her ability to write songs. Hundreds of thousands of their records have been sold.

THE FRENCH-CANADIANS

Canadians who live in Manitoba are aware of the part French-Canadians have played in our history, both Canadian history as a whole and Manitoba history. The French explorers, the La Verendryes, were the first recorded Europeans to have reached the junction of the Red and Assiniboine Rivers from the east, and French was spoken on the banks of the Red River long before the Selkirk Settlers arrived by way of York Factory. A flourishing settlement on the east bank of the river shared its amenities with the scantier English-speaking group on the west bank during the middle of the 19th century, and French settlement has left its mark on many of the place names in this province. While only 30 per cent of Canadians claim French as their mother tongue, the French fact is an intrinsic part of all Canadian life, culturally, socially and economincally.

1. Did you know that when you sing O Canada you are singing music composed by a French-Canadian, Calixa Lavallée? He was born in Quebec in 1842, and at one time was conductor of the New York Grand Opera.

2. Have you been lucky enough to share French-Canadian meals? A well known French-Canadian dish is the tortière, a meat pie; another is the famous French-Canadian pea soup.

3. If you do not live in a part of Manitoba where French is spoken by many of the people, you will find it particularly interesting to visit French-Canadian towns like St. Malo, Ste. Anne, and Ste. Rose du Lac to try out your French in the museums and stores.

4. Have you ever been to Montreal or to Quebec City? They are two of Canada's most beautiful and interesting cities as well as being our oldest. Montreal is the largest French-speaking city outside of France. Quebec City is the only walled city on the North American continent. Visitors come from all over the world to see it.

5. You may think that a hospital built 20 years ago is getting old. But in Montreal there is a hospital that is about 350 years old! Jeanne Mance, the first nurse to come to New France, began this hospital, called the Hôtel-Dieu - God's Hospital - in 1645. It has been in continuous use since this. . . . brought up-to-date, of course.

BY ROAD AND BY AIR

Children find it hard to place themselves in time and space. This segment introduces them to the rapid development of travel. It is hoped that they may get a feeling of Canada's vast expanse, as well as of the comparatively short span of history during which it has been possible to shrink the time in which the space can be covered.

1. As you ride in comfort in an automobile with shock absorbers think of travellers in the early days bumping along over roads full of potholes in dry weather and sticky with mud in wet weather. They rode in stage coaches. These vehicles were called stage coaches because they moved along by stages. Often horses were changed at the end of every stage, and at night travellers slept over and took up their journey the next day.

2. Stage coaches were used in eastern Canada from the beginning of the 1800's, as soon as there were roads they could use. They lasted until the coming of the railroad. Stage coaches were very slow and clumsy as well as uncomfortable.

3. The stage coaches had three classes of passengers, just as many of our airplanes have two classes - first class and economy. When the going was rough, uphill or through mud, second class passengers had to get out and walk to relieve the load for the horses. The poor third class passengers had to push the coach when the horses had trouble on a steep hill or when the coach, as often happened, got stuck in the mud, or turned over.

4. How would you like to make a 100 kilometre trip in the winter time in an open sleigh with no heater, no windshield, with nothing to protect you from the wind and the snow and the frost except your own body heat and the woollen clothing and fur rugs you had with you? That's the way it would have been for you if you had lived a hundred years ago in Canada. People managed to travel great distances in the carioles or sleighs used in Upper and Lower Canada in those days.

5. How would you feel if the ice suddenly cracked under the cariole, or sleigh, in which you were riding, and you felt it going down into the icy waters of the lake you were crossing? If you were lucky the driver, helped by other drivers, would pull you out, and then choke - yes, choke - the horse until it was unconscious before pulling it out of the water onto the ice. As soon as it was safe the choking rope was loosened and the horse revived. Then it was put back into its harness to continue the journey. Why do you suppose the horse was choked?

THE ENGLISH IN CANADA

Although many people retain the language of their ethnic origin, the principal languages spoken by almost all people in Canada are English and French. In all the provinces except Quebec, law and the courts are based on the English system, and the Parliamentary system in Canada is also based on the English Parliament. Indeed our Canadian Constitution is still an Act of the British Parliament. English immigrants to Canada have made an outstanding contribution to its development. This section draws attention to the imprint on the Canadian way of life made by people of English descent.

1. Did you know that one of every four Canadians come from English or are of English descent? England is the southern part of the largest of the islands that make up the British Isles. When we speak of English Canadians we are not including Welsh Canadians, or Scottish Canadians, or Irish Canadians.

2. When you see the flag of Manitoba do you ever wonder why it has the crosses of the Union Jack in the top left hand corner? The Union Jack stands for what the people of the British Isles brought to Canada. We remember that gift by having the flag of The United Kingdom of England, Northern Ireland and Scotland on the flag of our province of Manitoba.

3. Imagine yourself an orphan - without either mother or father - being shipped across the sea and overland, to a strange country to work for a farmer you have never met. That's what happened to thousands of English girls and boys of your age and younger for a long time. They had to work for their living. Sometimes they were lucky and the people who took them in adopted them. Sometimes they had to look after themselves. Most of them became good citizens of their new country, Canada.

4. When you visit a Hudson's Bay Company Store you are visiting the first big business in Canada, and the oldest company in the world - over 300 years old. It is now the largest retail store in Canada. It was started as an English trading company, buying furs from the Indians and selling them in exchange for clothing, blankets, knives and axes, flour and sugar. Later the company sold supplies to the settlers in Canada.

5. English is one of Canada's two official languages. French is the other official language, since it was the language spoken by the first European settlers in what is now eastern Canada. It is a great advantage to Canadians to be able to speak these two languages, which are used and understood in many parts of the world.

THE SCOTS

No one who lives in Manitoba can doubt the strong influence the Scots had on the formation of Canada as a whole, and of Manitoba especially. Scottish names loom large in our population, carried by the descendants not only of the Selkirk settlers, but of the explorers and fur traders of the Hudson's Bay Company, the North West Company and of the independent traders who penetrated far into the north and west of this continent during the 18th and 19th centuries. In a steady stream since those days immigrants from Scotland have provided a solid population base, so that Robert Burns' Day and St. Andrew's Day are celebrated across the country, and the sound of the bagpipes is a familiar part of celebrations, be they Ukrainian or German or Scottish, be they weddings or military parades.

1. Did you know that Nova Scotia means new Scotland? It got its name because the first settlers that came from the British Isles to farm there were from Scotland.

2. Have you noticed how many names in the telephone directory begin with Mc or Mac? The Mc and Mac in the name means "son of", so that a person whose name is MacDonald once had an ancestor who was a son of Donald. All the Mac's and many of the Mc's had Scottish ancestors; some of the Mc's had ancestors who came from Ireland. Are there any in your class?

3. Did you know that for many years the police force of the City of Winnipeg was almost entirely made up of Scots? In fact, there were years when the city advertised in Scotland, inviting young men to come to Winnipeg to join the police force.

4. Manitoba place names also owe a lot to Manitoba's Scottish pioneers. Places like Kildonan, Macdonald, MacGregor, Gretna, Glencairn, Glenboro, Deloraine were named either for Scottish people or for towns in Scotland from which people had come.

5. Many Métis people in western Canada are also of Scottish descent, and still have Scottish names. Their great great grandfathers were fur traders, Hudson's Bay Company officials, soldiers and explorers who married Indian wives.

LANDMARKS

When we go on vacation to distant lands we visit historic and other interesting sites. Too often we are not aware of what our own land has to offer. Canada is rich in historic locations, in natural and man-made wonders. This section hopes to draw fleeting attention to only a very few of these locations and buildings. Children should be encouraged to locate and visit landmarks in their own districts, and through knowledge of them reach an appreciation of the richness and variety of our country.

1. Manitoba has many interesting buildings in which its people worship God according to their own beliefs. Throughout the province, for example, there are churches with domes. They were built by Canadians who came originally from Ukraine. These buildings are usually also beautifully decorated inside and out.

2. Have you ever seen the press gallery in the Provincial Legislature in Winnipeg. It is the part of the Legislative Chamber, above the floor, where only reporters may sit during the sessions and collect information for the reports they write in newspapers, for radio and television.

3. An interesting place to visit in Winnipeg is the Royal Canadian Mint. There are two Canadian mints, one in Winnipeg and one in Hull, across the Ottawa River from the capital city of Ottawa. Our mints make coins not only for Canadian use, but for countries all over the world, for example, Jamaica and Israel.

4. The last of the great forts to be built by the Hudson's Bay Company, Lower Fort Garry is also one of its best preserved. In the last years it has been restored as part of the Lower Fort Garry National Park at Selkirk. For a while soldiers were stationed at the Fort which had been built in 1831-1833, but no gun has been fired in anger from any of its loop holes.

5. The International Peace Garden is on both sides of the Canadian-United States border in the province of Manitoba and the State of North Dakota. It stands for the centuries of peace between the two countries, and reminds us of the long undefended border between Canada and the United States. There is not other place in the world where two nations live together so closely without military defences on either side.

EXPLORATION

The word exploration as used in this section refers to the opening up and mapping of the northern half of the continent by the traders, missionaries and adventurers of European extraction. It should not be forgotten that the continent was well explored, though not mapped, by the native peoples who inhabited the land before the Europeans arrived in the 16th century. Nor should it be forgotten that the later explorers and mappers had as guides and advisors men and often women who were either Indian or later of mixed blood. The motives for exploration were not always monetary. Religion and the search for knowledge as well as sheer adventure drove the early explorers deep into the heartland of North America.

1. In the year 1631 Captain Thomas James sailed through Hudson Bay to the waters of the bay that is named for him. He was carrying with him a letter addressed to the Emperor of Japan, as he was sure he would find the passage to Asia. But the Canadian winter was too much for him. He had to return home,bringing the undelivered letter back with him.

2. The people who first found their way across Canada had to make their maps as they went along. They didn't know what dangers faced them in the unknown country they were crossing. For example, Samuel Hearne, a famous explorer, and his companions took shelter because they couldn't see ahead. When the storm blew over, Hearne saw that they had escaped certain death. They would have walked into "a great jumble of rocks" which were hard to cross even when they could be seen.

3. Imagine yourself on an island at the north end of Lake Winnipegosis. A storm has blown your canoe away, and you have not caught any fish to eat for eight days. That's what happened to Daniel Harmon of the North West Company and some voyageurs in October, 1800. He wrote in his diary that they were saved by "a Kind Providence." First they were lucky enough to shoot a black bear. Then an Indian found and returned their lost boat. On October 9th, they finally reached Swan River Fort.

4. Because the people of Europe wanted furs, traders made their way westward to trade for furs with the Indians. These traders and the coureurs-de-bois were the early explorers of our part of Canada. For example, a man called David Thompson made the first maps of 1,300,000 square kilometres of western Canada for the big fur trading companies, the Hudson's Bay Company and the North West Company. David Thompson was born just over 200 years ago (1770).

5. The Assiniboine River from Brandon to Winnipeg is well known for its many twists and turns as it wanders through southern Manitoba. Two hundred years ago John McDonell wrote this about it: "The river continues so crooked that in two hours we can travel (on foot) as much as the canoes can from sunrise to sunset."

RED RIVER SETTLEMENT

The junction of the Red and Assiniboine Rivers was a logical place for a settlement to grow, and it is therefore not surprising that Indians and Métis had used the location as a gathering and camping place long before the Selkirk settlers arrived in 1812. From the early 19th century on, wave after wave of immigrants passed through Winnipeg, the city that grew on the Red River site.

1. If you have seen the waters of the Red River you will understand why the city of Winnipeg, which grew up at the joining point of the Red and Assiniboine Rivers, got its name. Winnipeg is from the two Cree words: "win" meaning murky or dirty, and, "nipiy", water. Actually Lake Winnipeg was named before the city.

2. Fort Gibraltar was a fur trading post built in 1807 where the Red and Assiniboine Rivers come together. Of course there was no big city there at that time. It took twenty men nearly a year to build it. Around it was a huge fence made of oak trees split in half. This fort stood for six years until it was burned down. A new fort, Fort Garry, took its place.

3. The famous Red River cart was made of wood, even the rims of the wheels. Its parts were tied together with rawhide that had been soaked in water. When the rawhide dried it shrank and held the parts tightly together. Have you seen a picture or a model of this Manitoba vehicle? It was very useful to the pioneers of the Red River valley.

4. When the fur traders from Eastern Canada passed through the Red River area they traded for their food supply with the local Indians and Métis. They bought pemmican, which was made by drying buffalo meat over fires or in the sun, then pounding it to a powder and adding melted animal fat and berries in season. This pemmican was wrapped in 40 kilogram bundles and sold to the fur company stores.

5. Would any of you like to have the name Hellsgate? That name was nearly given to a baby who was born on the trail to Red River from York Factory in 1846. His parents wanted to name him for the place where had had been born, a famous portage around dangerous rapids. The leader of the group of settlers wouldn't let the parents call the baby by such a horrible name.

HOCKEY NIGHT IN CANADA

Hockey has become Canada's national sport. It is played on all levels from the backyard rink to the great hockey arenas of the world. Over the past century Canada has produced some outstanding players both amateur and professional who consistently attract the largest television audiences as well as faithful fans who go to see them "live".

1. Hockey as a game started when soldiers decided to play lacrosse on the ice. It happened back on Christmas Day, 1885, when members of the Royal Canadian Rifles took their field hockey sticks and a lacrosse ball onto the ice. We've been playing the game ever since.

2. Originally, what were hockey pucks made of? The kneecap of a cow; wooden pucks just didn't last long.

3. Before hockey goal keepers wore face masks it was common for goal keepers to have their faces cut by flying pucks or sticks. It took a lot of courage for Jacques Plante of the Montreal Canadiens to wear a face mask for the first time in a National Hockey League game. He risked being called a coward, but very soon all goal keepers wore masks and saved themselves from serious injuries to the face.

4. The goalie pads used in hockey were invented in 1926 by Pop Kenesky of Hamilton, Ontario. At 93 years of age Mr. Kenesky was still making 300 sets of goalie pads a year.

5. Would you have like to have the nickname "Chicoutimi Cucumber"? That's what Georges Vezina, goal keeper for the Montreal Canadiens, was called. He came from Chicoutimi, Quebec, and was said to keep cool as a cucumber in the net. Today the trophy given every year for the best goal keeper in the National Hockey League is named for him.

"MEN IN SHEEPSKIN COATS"

The almost unbelievable hardships of the settlers who came from Eastern Europe to open the Canadian prairie to agriculture are now well documented. Clifford Sifton's "Men In Sheepskin Coats" came in their thousands in answer to the promise of land they could own and work. The children and grandchildren of the once feared "foreigners" now, as Canadians, participate in every aspect of Canadian life. Their contribution to the Canadian mosaic is an essential element of the Canadian society, economy, and culture.

1. Are you lucky enough to have an Easter egg or "pysanka" decorated in the Ukrainian fashion? The art of decorating Easter eggs is hundreds of years old. Many Canadians of Ukrainian descent still make their own dves from bark, leaves, and vegetables. All still use the ancient method of "writing" the designs on coat after coat of wax, dipping the egg in dye after each drawing on the wax.

2. Every design on a Ukrainian Easter egg has a special meaning so that the gift of a decorated egg is like a greeting card or letter. During Easter in the olden days young girls would present their boy friends with eggs as a sign that they were willing to be married.

3. Another gift brought to Canada by immigrants from other parts of the world is a variety of foods and ways of preparing food. For example, Ukrainian halupchi and perogies, and the Ukrainian Easter bread are delicacies enjoyed by Canadians of many different backgrounds.

4. The first houses of the first Ukrainian settlers on the prairies were often dugouts about three metres by six metres by a metre and a half deep. Poles were placed over a dugout on a slant to make a roof and covered with sod and hay to keep out the rain. A stove pipe was run through the roof for a chimney. The dugout sod house was dark and often damp. But it kept out the cold in the winter and was cool in the summer.

5. As soon as they had cleared enough land and were settled in, the Ukrainian settlers built houses of logs, plastered inside and out with clay mixed with water and straw. A big stove inside was also made of clay. The large top of the clay stove was used as a bed, especially for the children, as the stove had been in the Old Country. The clay kept the heat, and the stove-bed, covered with a featherbed, kept the children snug and warm on cold winter nights.

ODD AND INTERESTING

The items that follow are intended to stimulate interest, and no more. Intentionally there is no special sequence of time or place. The emphasis is on variety, peculiarity and interest.

1. Gabriel Dumont was a tough frontiersman in the Canadian West. Once, a bullet lightly touched the top of his head, creating a perfect line for parting his hair in the centre ever after.

2. Steamboats could not travel down the Red River when the water was low. The captain of one of these ships asked the people of a town along the river to pray for rain, and also to spit into the river every day in order to raise the level of the water in the river.

3. Have you ever seen a cow-catcher? It was a pointed bumper attachment on the front of a railway steam engine. In the early days cattle wandered all over the countryside and could easily cause a train to be derailed. The cow-catcher bumped the stray animal off the tracks, usually killing it.

4. How's this for a tall tale? It tells about a fur trader whose crew was lazy and not very trustworthy, especially over portages. He couldn't be at both ends of a portage to see that they were working. It happened that he wore a glass eye. So he took out the glass eye, hung it on a tree at the far end of the portage to keep watch on his men while he stayed at the beginning of the portage to supervise them.

5. Can you imagine carrots weighing five kilograms each? Or cabbages weighing 8 kilograms each? Or turnips weighing over 11 kilograms. These amazing vegetables were grown in Manitoba and were recorded by writer John Macoun in the 1870's. The carrots were grown near High Bluff, the cabbages near Oakland and the turnips near Portage.

CANADIANS OF GERMAN DESCENT

Of every hundred people in Canada there are six or seven who claim German descent. German-Canadians form the fourth largest group in Canada. Only English, French and Scottish Canadians outnumber them. There are close to a million and a quarter Canadians with varying kinds of German background. Some belonged and still belong to distinguishable groups within the larger population, and many have retained distinctive dialects and lifestyles even as they adapted to Canadian ways and identified themselves with the two principal language groups within the country.

1. Look at the back of a Canadian dime, and you will see a sailing ship, the famous Bluenose. It was built in Lunenberg, Nova Scotia, which was founded in 1753 by a group of settlers from Germany. They made the town famous for ship-building and fishing as it still is today.

2. When a town in Manitoba was wiped out by a tornado, the Mennonite rescue teams were the first to come with help, and, as volunteers, rebuilt the houses of the damaged town. When southern Manitoba was flooded and people were forced out of their homes, again the Mennonite rescue teams were on the spot to help, and remained to help repair the damage.

3. If you are really lucky you have heard a Mennonite choir sing. Many Mennonite choirs sing in both German and English. Nearly every town with many Mennonite people living in it has one or more choirs, bringing beautiful music into the lives of young and old. A Mennonite choir from Manitoba was chosen to sing in the Parliament buildings when the first Governor-General of Canada from Manitoba, The Honourable Edward Schreyer, was beginning his term of office.

4. If you live near a Hutterite colony you might have noticed how the men and women dress. Their clothing and their way of life are in contrast to the modern farming methods and well-kept, ultra modern farm machinery that have made the Hutterites successful farmers.

5. One reason both the Mennonite people and the Hutterite people came to Canada to live was because they did not believe in wars and fighting. The government promised them that they would not have to sign up as soldiers as they were required to do in the countries from which they came.

CANADA - A SPORTS-MINDED COUNTRY

From earliest times Canadians have enjoyed sports both as participants and as spectators. Although we may not collect as many gold medals in competition as some other countries, our interest in and support of almost every kind of sport indicates our commitment to sports as a significant aspect of our lives.

1. Skating has always been a favourite Canadian sport perhaps because of the long winters in this part of the world. At one time skates had blades which were 76 centimetres long. These very long blades were invented by James Whelpley and were popular in the 1800's.

2. "We'll win for Canada." That was the slogan of Marilyn Bell, the first teenager, the first woman, in fact the first person to swim the 48 kilometres across Lake Ontario, landing at Toronto. That was in 1954. The next year she was the youngest person of her time to swim across the English Channel.

3. The first world championship every won by a Canadian belongs to Ned Hanlan. He became the rowing champion of the world after a race in England in 1880. In 1980 a Canadian stamp was issued to honour the 100th Anniversary of Hanlan's victory.

4. Cross-country skiing has become a very popular sport in Canada. The man who began it was Herman Johanssen. He was nicknamed "Jack the Rabbit" and enjoyed the sport from his youth until he was 101 years old.

5. This jockey began riding horses at town fairs when he was only 13 years old. By 16 he was a full time jockey. His hame is Johnny Longden and he rode in races for 40 years. What's more, when he finally retired he was the first jockey to have won 6,000 horse races.

MANITOBA TOWNS AND CITIES

Every town in Manitoba has its own interesting stories. The sampling of items in this section has been culled from documents and books collected and prepared for the various centennials of this province. Similar events are recorded - and often unrecorded- for every area of Manitoba.

1. When Emerson, Manitoba, was flooded by the Red River in 1897 the Manitoba government sent a steamboat to help rescue the flood victims. The S.S. Assiniboine chugged up the main street of Emerson and Captain Joe Connell was able to put his hand out of his boat window and shake hands with a guest on the upper floor of a hotel.

2. In 1879 one of Edison's phonographs was brought to the town of Emerson, Manitoba. The owners charged 25 cents for the privilege of hearing this marvellous new machine. A phonograph today is usually called a record player.

3. When a child from a Manitoba town is lost, everyone turns out to look for him or her. It's always been that way. For example, over 100 years ago, in 1873, a young boy was missing in the bush east of the Kildonan settlement. For ten days there was a great search for him. He was finally found 13 km from home. He had lived on swamp water and wild strawberries and slept in a badger hole.

4. The coming of radio was an important event in the lives particularly of people in the country. The first radio in the Joplin district was built for himself by Mel Heritage in the 1920's. It was a home-made hodge-podge of wires, tubes, batteries and condensers. The listener had to wear headphones, and the only station the radio could receive was WLS in Chicago. But what a thrill it was to hear music and voices coming through the air from such a distance.

5. Have you ever seen a rat? The Melita newspaper of April 20, 1911, records that the first rat ever seen in Melita was killed at the CPR depot. It was found in some boxes at the train station.

SMALL IN NUMBER BUT IMPORTANT TO THE MOSAIC

Relative to the total population of Canada the Netherlanders, the Chinese and the Jews are few in number. Their contribution to Canadian life has, however, been notable in quality and kind, as has been the contribution of the many minority groups which make up the Canadian mosaic. The 1971 census lists people of Dutch origin as constituting two per cent of Canada's population, the Chinese 0.9 per cent, and the Jews 1.4 per cent.

1. If you ever visit Ottawa in the spring time you will enjoy the thousands of colourful tulips along the Rideau Canal in the centre of the city. The bulbs were given to the city of Ottawa by the Queen of the Netherlands to say thank you to Canada. During World War II, when the Nazis occupied Holland, the Queen lived in Canada. One of her daughters was born there.

2. Have you seen Syvlia Burka skate? She comes of a family of skaters. Petra Burka of Toronto, formerly of the Netherlands, won the world's figure skating championship in 1965.

3. Have you ever eaten a Chinese fortune cookie with a message inside? During the Chinese Festival of the Harvest Moon many Canadians of Chinese descent eat moon cookies or moon cakes. Hundreds of years ago when the Chinese were fighting the Mongols who had conquered their country, the moon cookies were used to smuggle secret messages.

4. Are you lucky enough to have seen a Chinese New Year festival? It is celebrated with firewords and dragon dances, usually in February. Many businesses owned by Canadians of Chinese descent close for this holiday. The old Chinese calendar also has a moon festival in the fall. It is a Thanksgiving festival, much older than the usual Canadian Thanksgiving Day.

5. Have you every been at a Bar Mitzvah or a Bat (pronounced Bawt) Mitzvah service? When a Jewish boy is 13 and a girl 12 or 13, they are welcomed into the grown-up world in a special ceremony at a synagogue, and are expected to think of themselves as grown-up members of the Jewish community, and of Judaism, the Jewish religion.

CANADIAN WOMEN IN SPORTS

Only relatively recently have women been accepted as participants in sports. Actually it was not until the movement for women's rights, political and economic, gained momentum that women were considered "suitable" for sports activities. In recent years women athletes have excelled especially in track and field, in swimming, skiing and in ice skating. Gymnastics has become popular for women as for men. Women, however, still labour under disadvantages in athletics. Canada's women have brought honout to this country in the Olympics, which they entered for the first time in 1928, and in national and international sports meets.

1. **Manitoba, especially, as well as the rest of Canada, was delighted when Sylvia Burka of Winnipeg won the combined women's and world championship in speed skating.**

2. **Gymnastics as a sport has become very popular among girls. An outstanding Canadian gymnast is Monica Goermann, of Winnipeg.**

3. **Any one of us would be proud to win even one medal at the Commonwealth Games. So Canadians were thrilled way back in 1934 when Phyllis Dewar of Moose Jaw, Saskatchewan, was the first Canadian woman to win four gold medals in what were then called the British Empire Games.**

4. **Canadian woman have done very well in skiing competitions. For example, in 1967 Nancy Greene won the World Cup, and the following year she won two medals in the Winter Games in Grenoble, France, a silver and a gold. In 1970, Betsy Clifford won the world championship in the giant slalom. Six years later in 1976, Kathy Kreiner won the gold medal in Austria when no one expected her to win!**

5. **In the 1976 Olympic Games in Montreal, Canadian women won seven of the total number of 11 medals won by Canadians. All seven winners were in swimming.**

THE IRISH IN CANADA

At one time Irish immigrants to Canada outnumbered all others, and even now Canadians who claim Irish descent form a goodly proportion of the Canadian population. They are to be found in every part of Canadian life, as for example, the Eatons and the Richardsons in business, the painter LeMoine Fitzgerald in art and the singer Lois Marshall in music.

1. Do you wear something green on March 17, St. Patrick's Day? Canadians of every cultural background honour their fellow Canadians of Irish descent by celebrating the day of the Irish patron saint, St. Patrick. Sometimes they also wear a shamrock leaf, again to show their respect for fellow citizens whose ancestry is Irish.

2. Picture the Canadian coat-of-arms. On its shield there appears a shamrock, along with the rose of England, the thistle of Scotland, and the lily of France. The shamrock stands for the thousands of immigrants from Ireland who were among the first permanent settlers from Europe.

3. Many streets in Winnipeg are named for famous Manitobans. For example, Boyd Avenue in North Winnipeg was named for Manitoba's first premier, Alfred Boyd, and Archibald Street in St. Boniface was named for our first Lieutenant-Governor, Sir Adams Archibald. Both these men were Canadians of Irish ancestry.

4. Nowadays a flight from Ireland to Canada takes only a few hours. In the middle 1800's when thousands of immigrants came to Canada from Ireland by ship the trip took 45 days when the weather was good and up to four months when the weather was bad. Often the poor immigrants lived on rotten potatoes and moldy oatmeal and sea-biscuit. Hundreds died of typhoid fever, cholera and measles on the journey.

5. If you have ever bought anything in an Eaton Department Store, you were a customer in a store founded by Timothy Eaton, in 1869, in Toronto. It is still a family store, and so may be considered a contribution to Canadian business by people of Irish descent, as Mr. Timothy Eaton came to Toronto from County Antrim in Ireland, over 100 years ago.

SEGMENTS OF THE CANADIAN MOSAIC

PART I

HUNGARIAN JAPANESE ITALIAN

No matter how large or small the ethnic group is numerically it has made a noteworthy and noticeable contribution to the overall mosaic of Canadian culture. Canadians whose tastes in food, music and the arts might have been restricted by the comparative isolation of their many communities have learned from one another to appreciate a variety of sensations, and have interacted with one another to produce a society unlike that of any of its progenitors and yet pleasantly marked by them all.

1. Hungarian food! It's good, and many Canadians of every ethnic background like it. In fact they have learned to cook Hungarian style. Hungarian goulash, after all, tastes better than plain old-fashioned stew. (Goulash is a word the English language has borrowed from the Hungarians).

2. The first Hungarian settlers in Canada were farmers in Saskatchewan and Manitoba, but nowadays there are more Canadians of Hungarian background in Ontario than in the prairie provinces. Many still farm, but most live in the cities.

3. Like the many ethnic groups that are part of Canadian life, Japanese Canadians have introduced their fellow Canadians to new and different foods, especially fish foods. Since Japan is made up of islands, Japanese people eat a good deal of fish and other sea products. Canadians of every ethnic background have come to enjoy eating in Japanese restaurants and have learned to prepare some Japanese foods.

4. Do you enjoy looking at flowers? Do you know that the arranging of flowers is an art? The people of Japan lead the world in this art. Many Canadians with a Japanese background have learned this art and made it part of the Canadian culture as well.

5. Do you like pizza? If you do you are one of the millions of Canadians who have developed a taste for Italian food. Several important food industries have been developed by Canadians of Italian descent. They supply Italian foods to all Canadians. Spaghetti, macaroni, pizza and mozzarella are just a few of the Italian words about food that have become English words.

SEGMENTS OF THE CANADIAN MOSAIC

PART II

ITALIAN ICELANDIC WEST INDIAN

1. Do you know the television series "The Beachcombers"? It has been seen in many countries of the world. Its star, Bruno Gerussi, is a Canadian of Italian descent, one of many who have made a name for themselves in the theatre in Canada, both "live" and on television.

2. When the first Icelandic settlers came to Manitoba and founded the town of Gimli they named the district New Iceland. Every year on August 2nd, Canadians of Icelandic descent gather at Gimli to celebrate the coming of their grandparents and great grandparents to their new home in Canada. The Icelandic Festival now attracts visitors from all over North America as well as from Iceland.

3. One of the first things that Icelandic settlers did whenthey came to Gimli was to set up a school for their children. Canadians of Icelandic descent still think that education is very important.

4. If you want to visit a fascinating place, try a store selling West Indians spices, fruits and other foods. Many Canadians have learned to like the food of the West Indies both at home, by way of West Indian restaurants and recipes, and in the West Indies themselves which they visit in winter as tourists.

5. Do you like rhythmic music and colourful costumes. If you do, you will find yourself right at home among Canadians with a West Indian background. They or their ancestors came originally from Jamaica or Bermuda or Barbados, Trinidad or the Bahamas or other parts of the Caribbean.

THE ARTS IN CANADA

Although Canada is a relatively young country, not far removed from the frontier mentality it has developed a lively community of the arts. From the earliest days dancing, architecture, sculpture and painting have been an intrinsic part of Canadian life. During the 19th century and into the 20th century the folk arts have grown and flourished as immigrants have brought with them the ideas and ideals of their native cultures. The Canada Council has given support and encouragement to all the arts and the humanities. Regional art has sprung up in every part of the country, and regional theatres are well established. As Canada has reached political maturity, she has also given birth to her own individually identifiable writers and artists in every field - music, dance, drama, sculpture, painting, pottery, indeed in every conceivable art form. Art is one of the oldest and best reflections of a nation's culture. Canada is revealed to herself and her citizens through her artists.

1. Canadian writers - poets and novelists and playwrights - have helped us to see our country in different kinds of ways, ways we might not have found for ourselves without artists to open our eyes and ears to what is around us.

2. From the earliest days, before cameras were invented, artists pictured life in Canada as they saw it. Thanks to painters like Cornelius Krieghoff, who lived from 1812 to 1867, we have a very good idea of how people amused themselves, dressed, and acted in the middle of the 1800's.

3. Did you know that Glenn Gould, Canada's famous pianist, wears gloves much of the time to protect his valuable fingers? He does not enjoy playing in public but he can be heard on tape or records. His reputation is world-wide.

4. How many folk dances do you know or have you danced? Have you watched or danced the Highland Fling or the Irish Jig or the Israeli Hora or Ukrainian, Polish or German dances? Just about every ethnic group in Canada has shared with everyone else its national and folk dances. Dancing is one of the oldest arts. Visit Winnipeg's Folklorama and ethnic festivals and concerts to share the fun and appreciate the art.

5. It could be that a church in your town has stained glass windows made by Theo Lubbers, or coloured windows designed and made by Pieter van Rossum and Karel Versteeg, all Canadians of Dutch background.

THE RIVERS OF CANADA

Rivers have played an important role in human history all over the world. Because of Canada's geography its rivers have been particularly important. For nearly 400 years they formed Canada's natural roadways. Explorers, priests, traders, and finally settlers used them for transportation, for communication, for irrigation and for life-sustaining water. Not until the coming of the transcontinental railway was it possible to have settlements of any size, or industry on any large scale away from the rivers. The names of Canadian rivers reflect the early history of the country: Indian, French, English - the Ottawa, the Qu'Appelle, the Hayes. Sometimes the name of a home country stream has been bestowed on a Canadian river, so that Canada boasts of a Thames and an Avon. Often the Indian name is descriptive of the river: Nova Scotia's Musquodoboit (pronounced Muskda'bit) in Micmac means "after a narrow entrance suddenly widening out at the mouth". Often a river bears the name of its first known explorer: the Mackenzie and the Fraser. Whatever their names and wherever they flow the rivers of Canada have tales to tell.

1. What river is nearest the place in which you live? Where does it begin? Where does it end? Is it big enough for canoeing? Is it big enough to have ships carrying cargoes? Is the water clean enough for swimming? Or for drinking? Where does its name come from?

2. The St. Lawrence River, named by Jacques Cartier after the saint's day on which he discovered it, is one of the great rivers of the world. Did you know that enough water pours out of the St. Lawrence into the ocean to irrigate half of western Europe? Very little of it is used for irrigation in Canada, because over much of its course it flows through solid rock.

3. The Indian and Inuit names of many Canadian rivers sound like the running waters of the rivers, sometimes soft and soothing like Miramichi, Mattawa, and Assiniboine; sometimes harsh and rough like their rocky beds and tumbling rapids: Koksoak (Cock-so-ack) and Mactaquac.

4. Do you use wooden toothpicks or wooden matches? If you do the chances are that they come from the valley of the mighty Ottawa River. The lumber industry there was begun as long ago as 1807 when the British were fighting the French general, Napoleon Bonaparte. They needed lumber for building ships and found it in Canada, where logs were floated down the Ottawa, and shipped overseas from the port of Quebec.

5. Locks are built on rivers where there are water falls or rapids that boats cannot pass through. Locks raise or lower the water so that small boats and even large ships can navigate the river. The locks take the place of the long portages that the voyageurs used to have to make in the early days. Did you know that the St. Andrews locks on the Red River at Lockport are the only large locks in all of Western Canada?

CANADIAN ANIMALS

There has been no attempt to make this section all-inclusive. The items have been selected on the basis of the probable appeal to children, and their Canadian context.

1. Most animals and birds in the Canadian Arctic regions change their colour to white in winter in order to hide from their enemies. The raven is an exception and remains black all year around.

2. Live polar bears were captured in the Canadian northland nearly a thousand years ago. These polar bears were taken back by the Vikings and were given away to other European rulers as gifts.

3. Can you imagine our Canadian flag with a beaver on it? The beaver was Canada's emblem in our early history.

4. At one time the Canadian prairies had millions of brown-coated buffaloes. Occasionally, there would be a white buffalo. Because there were only a few of them they were treated with great respect by Indian hunters.

5. Some squirrels in Canada have been known to hang mushrooms upside down on evergreen trees. In this way, the mushrooms are dried out and the squirrels can eat them during the winter months.

CANADA'S PRIME MINISTERS

Many of the sixteen men who have been prime ministers of Canada (as of 1980) are not remembered by most Canadians. The items in this section focus not on their parliamentary achievements, but on the human side of their lives in the hope that children will think of prime ministers as more than names listed in history texts.

1. **What kind of job did most, but not all, of Canada's prime ministers have before they went into politics? About two out of three were lawyers.**

2. Two of Canada's prime ministers were bachelors and never married. They were William Lyon MacKenzie King and Richard Bedford Bennett.

3. Nicknames such as "Old Tomorrow" and the "Old Chieftain" were given to Canada's first prime minister Sir John A. MacDonald.

4. Who was the only prime minister born in Western Canada? Joe Clark was born in Alberta.

5. **From confederation in 1867 to 1980, Canada had sixteen different prime ministers. Five of the were re-elected one or more times.**

THE CANADIAN CLIMATE

Nothing loomed so large in the letters and diaries of early European visitors to and settlers in Canada as the climate. They were particularly impressed by the winter, and the ability of animals and human beings to survive its rigors. Even today our southern neighbours tend to blame us for every winter storm and look with admiration as well as horror at our adaptation to our magnificently changing seasons.

1. The worst heat wave of the twentieth century was in 1936. It was so hot in Winnipeg that several citizens claimed they could fry eggs on the stone steps of the Legislative Building. In Toronto for a whole week the temperature didn't go below 33.3°C, and on three days it reached a high of 40°C!

2. If we think that Manitoba is a windy province, and Portage and Main Street in Winnipeg the windiest corner in North America, we should remember that in Cape Hope, Advance, Quebec, on November 18, 1931, the wind speed was recorded at just over 200 kilometres per hour. The most damaging hurricane in Canada's history struck Cape Breton, in Nova Scotia, in 1873. In August of that year a hurricane wrecked over 1200 ships and took many lives.

3. Do you think our Manitoba climate is hard to take? If you do, think of the early settlers who did not have all the comforts that we have. In the year 1816 in Manitoba there was frost every single month of the year. The coldest temperature in Manitoba was recorded at Norway House on January 9, 1899. The temperature dipped down to -52°C.

4. In Manitoba we receive about 500 millimetres of rainfall in a year. In Swanson Bay, British Columbia, the people received 2100 millimetres in only one month! That made Swanson Bay the wettest place in the Candian record books. (November, 1917).

5. When the snow began falling at the town of Revelstoke, British Columbia, in the winter of 1971-72, it just never seemed to stop. The final total that winter was 2450 centimetres. It is not surprising to learn that it made Canada's highest seasonal snowfall record.

HAZARDS AND DISASTERS

Even with modern methods of controlling the hazards of disease and nature's disasters we have not been successful in eliminating all of them. How much worse it was in the early days when there was no firefighting equipment, sanitary conditions were deplorable by modern standards and disease control was minimal. Had help been available it would still have been hard to get because of the difficulty of communication. This section brings to the attention of children some of the major hazards faced by the early settlers.

1. It is no treat to be lost on the prairies. In 1805 a North West Company fur trader was lost near present-day Virden. For forty days he wandered without weapons and blankets. He often ate small birds and frogs. When his shoes wore out he wrapped his feet in his clothes and walked naked. The mosquitoes attacked him and he was desperate. Eventually some Indians found him and returned him to his post on the Assiniboine River.

2. Grasshoppers are small insects that have a large appetite and when they gather in the millions they can cause great damage to prairie crops. As long ago as 1818 a priest at Red River wrote: "This beautiful crop has suffered much from myriads of grasshoppers that have settled down upon it. . . The barley has been almost entirely destroyed...All the garden stuff has been completely devoured. The potatoes have suffered much. . ."

3. Have you ever seen pigs swimming? Janet Bannerman was 12 years old in 1852 when the Red River valley had one of its great floods. She remembers the farm animals being moved to high land about 16 kilometres away. She said that was the first time she saw pigs swimming! Prairie rivers are given to flooding and time after time people living in the river valleys have had to move out, leaving everything they owned to the river waters.

4. Too much water on the land is bad for everyone, but not enough may be almost as bad. Dry years without enough rain and snow mean that crops can't grow, and sometimes animals die of hunger and thirst. Early settlers had a harder time of it than people have today when farmers know more about storing water for dry years, and planting crops so that the soil doesn't lose its moisture and strength.

5. The first settlers on the Canadian prairie faced many dangers and much hardship. Their strength and their courage have helped make Canada one of the safest and healthiest and free-est countries of the world, and a good place to grow up in and to live in.

- A CALENDAR OF INTERESTING CANADIAN DATES -

JANUARY

1, 1743 - The La Verendryes caught their first sight of the Rocky Mountains.

7, 1827 - This is the birth date of Sir Sandford Fleming, chief engineer for the construction of the Canadian Pacific Railway, and the inventor of time zones.

11, 1815 - This is the birth date of John A. Macdonald, the first prime minister of Canada.

12, 1819 - St. Boniface College was founded on this date.

17, 1974 - The first woman Lieutenant-Governor was appointed - Pauline McGibbon in Ontario.

27, 1855 - Ottawa was chosen capital of what was then Canada.

28, 1916 - Manitoba women became the first in Canada to win the right to vote in provincial elections and to become members of the legislature.

FEBRUARY

1, 1920 - The Royal North West Mounted Police became officially the Royal Canadian Mounted Police, popularly called the Mounties.

2, 1927 - The lowest temperature to date was recorded at Snag in the Yukon - 81 degrees below zero, or an incredible -145.8 degrees Celsius.

7, 1948 - Canadian Barbara Ann Scott won an Olympic gold medal for figure skating.

11, 1922 - The discovery of insulin by Canadian doctors Banting and Best was officially announced.

13, 1947 - The most important oil discovery in Canadian history was the Leduc well, known as Imperial Leduc No. 1. Oil was pumped from it until 1974 when it finally ran dry.

15, 1965 - On this memorable day Canada's red and white Maple Leaf flag was flown for the first time as our official flag.

23, 1893 - The Stanley Cup was awarded for the first time - to an amateur team, the Montreal Amateur Athletic Association.

26, 1867 - The British North America Act, which officially formed the Dominion of Canada as a federation of provinces, was passed by the British Parliament.

MARCH

10, 1871 - Manitoba's first legislature as the governing body of a province of Canada was opened.

10, 1927 - CBC Radio began.

12, 1923 - Foster Hewitt broadcast a hockey game over the radio - the first hockey broadcast in Canada.

18, 1885 - The North West Rebellion began at Fort LaBoche, Saskatchewan.

21, 1825 - The Hudson's Bay Company set up Fort Vancouver, which later grew into the city of Vancouver.

22, 1764 - The first book to be printed in Canada was published. It was a copy of the Catechism.

23, 1954 - Canada's first subway trains began their run....in the city of Toronto.

24, 1949 - Newfoundland entered confederation. Its premier, Joey Smallwood, declared that he was the only living Father of Confederation.

APRIL

4, 1917 - Women won the right to vote in British Columbia.

7, 1868 - Thomas D'Arcy McGee was assassinated on the steps of his boarding hosue in Ottawa, the first Canadian statesman to suffer this fate.

14, 1861 - The city of Montreal was flooded by the waters of the St. Lawrence.

17, 1610 - Henry Hudson set out in the Discovery to search for a passage to India. Instead he discovered what is now called Hudson Bay, where he was set adrift by his crew and died.

23, 1851 - Canada's first postage stamp, the Three Pence Beaver, was issued.

25, 1959 - The St. Lawrence Seaway was officially opened by Queen Elizabeth the Second and the President of the United States.

MAY

1 - This date is celebrated as Labour Day in many countries of the work and by many trade unions in Canada.

2, 1964 - On this date Norther Dancer became the first Canadian horse to win the Kentucky Derby.

12, 1870 - Manitoba was established as a province. It was not as big as it is now, and came to be known as the postage stamp province because of its square shape and small size.

13, 1950 - This date marked the height of the great Red River flood of 1950 when most of the city of Winnipeg had to be evacuated. It was after this flood that the Red River Floodway was planned and constructed.

15, 1919 - The Winnipeg General Strike began, Canada's only general strike.

23, 1887 - CPR engine No. 374 hauled the first cross country passenger train to Vancouver.

24, 1918 - Canadian women could vote in federal elections and be elected to parliament.

28, 1934 - The world famous Dionne Quintuplets were born in Ontario.

JUNE

1, 1909 - Earl Grey, Governor-General of Canada, donated the Grey Cup for competition in football. Ever since 1921 it has been awarded to the professional football team which wins a contest between Eastern and Western Canada.

2, 1953 - Queen Elizabeth II was crowned in Westminster Abbey, London, England.

8, 1824 - The first washing machine was patented by Noah Cushing of Quebec.

15, 1962 - The first Canadian space vehicle was launched at a place called Wallops Island, Virginia.

20, 1875 - The University of Manitoba was founded.

20, 1908 - The book, Anne of Green Gables, was published.

21, 1811 - Lord Selkirk paid 10 shillings for the land in the Red River district.

23, 1813 - Laura Secord, pretending to guide her cow, passed through the American lines to warn British and Canadian soldiers of an American attack. This was during the War of 1812.

23, 1497 - John Cabot claimed what is now Nova Scotia for England by raising the King's flag on Cape Breton. The English king at that time was Henry VII.

JULY 1 - Canada Day celebrates the first day of Canada, a confederation.

1, 1858 - The first Canadian coins were minted. Like Canadian coins since they had the picture of the sovereign on one side, at that time the picture of Queen Victoria.

3, 1608 - Samuel de Champlain founded the city of Quebec.

10, 1946 - The first drive-in movie in Canada was opened in Hamilton.

14, 1789 - Alexander MacKenzie reached the Arctic Ocean by way of the river that carries his name.

15, 1870 - Manitoba officially entered confederation as a province. The date is celebrated as Manitoba Day.

16, 1880 - Dr. Emily Stowe became the first woman doctor to receive a license to practice medicine in Canada.

24, 1534 - Jacques Cartier raised a large wooden cross at Gaspé to claim the new land for France and for Christianity.

AUGUST

1, 1834 - The legislature of British Columbia abolished slavery in the colony.

3, 1610 - Henry Hudson was the first recorded European to sail into Hudson Bay.

5, 1858 - The Atlantic cable, stretching across the bottom of the Atlantic Ocean, carried the first message, or cablegram, from North America to Great Britain.

8, 1751 - Canada's first printing press was set up by a man named Bartholomew Green.

10, 1876 - Alexander Graham Bell made the first long distance telephone call from Brantford, Ontario, to Paris, Ontario.

13, 1535 - Jacques Cartier entered the St. Lawrence River, and named it for Saint Lawrence on whose "day" Cartier made the discovery of the great river.

17, 1896 - Gold was discovered in the Klondike, in the Yukon.

19, 1942 - On this date Allied troops, most of whom were Canadian, took part in a raid on the French coast, then occupied by German soldiers. Large numbers of Canadians were killed or take prisoner, but the lessons learned at Dieppe helped the success of the final invasion of Europe in 1944.

AUGUST (continued)

26, 1961 - The Hockey Hall of Fame was opened in Toronto.

30, 1812 - The Selkirk Settlers arrived at Fort Douglas on the site of what is now the city of Winnipeg.

31, 1873 - The North West Mounted Police, now the Royal Canadian Mounted Police, was formed.

SEPTEMBER

1, 1905 - Alberta and Saskatchewan entered Confederation. They had until then been part of the Northwest Territories.

3, 1962 - The Trans-Canada Highway was officially opened at Rogers Pass, British Columbia.

8, 1954 - Marilyn Bell, a Toronto girl, became the first person to swim across Lake Ontario.

13, 1759 - The Battle of the Plains of Abraham was fought between French and British troops. The leaders of both sides were killed - the French General Montcalm, and the British General Wolfe.

19, 1654 - The first wedding took place in New France; at any rate it was the first wedding to be on record.

21, 1928 - The first Canadian air mail stamp was issued.

22, 1877 - Chief Crowfoot, of the Blackfoot Indians, signed a treaty with the British Crown making peace between the Indians and the British in the Canadian west.

26, 1826 - What is now Ottawa was founded by Colonel By, a British army engineer, and was named Bytown in his honour.

29, 1962 - Alouette, the first Canadian communications satellite, was launched at Cape Canaveral (Kennedy). It was designed and built in Canada, the first by any country other than the United States or the Soviet Union.

OCTOBER

2, 1535 - Jacques Cartier arrived at Hochelaga, an Iroquois town, now Montreal.

9, 1874 - The North West Mounted Police arrived at Fort Whoop Up to bring law and order to the frontier. Fort Whoop Up was closed down and became an ordinary ranch.

OCTOBER (continued)

11, 1875 - The first settlers from Iceland arrived in Winnipeg.

14, 1955 - Lester Pearson received the Nobel Peace Prize, the first Canadian to be so honoured.

15, 1954 - Eighty-two people in Ontario were killed by Hurricane Hazel.

20, 1867 - Ottawa was proclaimed the capital of the new Dominion of Canada.

21, 1876 - The first shipment of wheat was sent from Manitoba to eastern Canada.

24, 1901 - The first person to go over Niagara Falls in a barrel - and come out alive - was Annie Edson Taylor.

24, 1945 - Canada became a charter member of the United Nations. This date is observed as United Nations Day.

NOVEMBER

2, 1936 - - The CBC was created as a national broadcasting system.

6, 1867 - The first session of Canada's first Parliament opened. Members of Parliament were paid $6.00 per day.

7, 1885 - At Craigellachie, British Columbia, there was a ceremony at which the last spike was driven in to complete the building of the Canadian Pacific Railway. At that spot rails laid from west eastward, and rails laid from the east westward met at last.

8, 1873 - Winnipeg became a city.

11, 1918 - An armistice was signed between the Germans and the Allied Countries bringing World War I, then called The Great War, to and end. The signing took place at the 11th hour of the 11th day of the 11th month of the year. We celebrate the date as Remembrance Day.

16, 1885 - Louis Riel was hanged at Regina. He is buried in the graveyard at St. Boniface Cathedral, in St. Boniface.

17, 1903 - Silver was discovered at Cobalt, Ontario.

20, 1942 - The Alcan (Alaska) Highway was completed in record time, and officially opened on this date.

22, 1917 - The National Hockey League was organized in Montreal.

23, 1813 - Montreal obtained its first street lights. They burned whale oil.

DECEMBER

1, 1841 - The first copyright was taken out in Canada - for a spelling book.

4, 1800 - David Thompson crossed the Rocky Mountains, the first European to do so in the northern part of the continent.

6, 1917 - A Norwegian freighter and a French munitions ship collided in Halifax harbour. The resulting explosion almost wiped out the whole city of Halifax, and killed at least 2,000 people. Read the novel Barometer Rising by Hugh MacLennen for an excellent description of this catastrophe.

9, 1755 - The first Post Office in Canada was opened in Halifax.

10, 1936 - Edward VIII gave up the British throne in order to be able to marry Mrs. Wallis Warfield Simpson. He was succeeded by his brother, George VI, the father of Queen Elizabeth II.

11-12, 1901 - Marconi sent the first wireless message from St. John's, Newfoundland.

25, 1855 - Ice hockey was played for the first time. The game took place at Kingston, Ontario.

29, 1908 - The first gold sovereigns were minted in Canada.

30, 1870 - Manitoba's first provincial election was held.

30, 1869 - Stephen Leacock, Canadian humorist and writer, was born.

BIBLIOGRAPHY

Barker, G.F., *Brandon, A City,* 1881-1961 Brandon, G.F. Barker, pub., 1977, (c. Barker)

Barker, G.F., *The Story of Rivers*, Prepared to commemorate 50 years of town incorporation, 1963.

Bruce, Jean, *The Last Best West*, Toronto: Fitzhenry & Whiteside in association with the Multiculturalism Program of the Department of the Secretary of State, 1976.

Canada 100, 1867-1967, Dominion Bureau of Statistics, Canada Yearbook, Handbook and Library Division, Ottawa, 1967.

Chafe, J.W., *Extraordinary Tales From Manitoba History*, Manitoba Historical Society and M.and S., 1973.

Clingan, Ida, *The Virden Story*, Virden's 75th Anniversary Celebration, July 21 to 26, 1957. Printed by the Empire Publishing Co. Ltd., Virden, Manitoba.

Collier, Anne M., *A History of Portage la Prairie and Surrounding District*, City of Portage la Prairie, 1970. Printed by D.W. Friesen & Sons Ltd., Altona.

Colombo, J.R., *Colombo's Little Book of Canadian Proverbs, Graffiti, Limericks and Other Important Matters*, Edmonton: Hurtig Publishers, 1975.

Colombo, John Robert, *Colombo's References*, Toronto: Oxford University Press, 1976.

English, L.E.F., *Historic Newfoundland*, Newfoundland Tourist Development Division of the Department of Economic Development, St. John's, Newfoundland, 1955 3rd edition 1970 (Paper).

Garland, Aileen, Trails and Crossroads to Killarney, Killarney and District Historical Committee, 1967, Illus., W.L. McArter, printed by D.W. Friesen & Sons Ltd., Altona.

Geographic Board of Canada, Place Names of Manitoba, Ottawa: Department of the Interior, 1933.

Glimpses of Canada, by Marcus van Steen, pub: The Canadian Scene (1973)

Gooderham, Kent, ed., I Am An Indian, Toronto: J.M. Dent & Sons (Canada) Ltd., 1969.

Gould, Jan, Women of British Columbia, Saanichen, Hancock House Pub. Ltd., 1975.

Gray, Hugh, Letters From Canada, written during a residence there in the years 1806, 1807, 1080. London: 1809, Longman, Hurst, Reese and Orme, Facsimile ed., reprinted by Coles, 1971.

Great Canadian Sports Stories, by Trent Frayne and Peter Gzowski; pub. The Canadian Centennial Publishing Co. Ltd. (1965)

Harris, C.J., Editor, Quick Canadian Facts, The Canadian Pocket Encyclopedia, 32nd Annual Edition, 1977-78.

Harrison, Pamela, The First Original Authentic Unexpurgated Great Canadian Quiz Book, Toronto: John Wiley and Sons Canada Ltd., 1977, c. Pagurian Press.

It Happended In Canada, by Gordon Johnston; pub: Scholastic - Tab (1973).

Johnston, Jean, Wilderness Women, Canada's Forgotten History. Toronto: Peter Martin Associates, Ltd., 1976.

Langton, H.H.. Ed., A Gentlewoman in Upper Canada, The Journals of Anne Langton, Toronto: Clarke Irwin & Co. Ltd., 1964. Reprinted 1966 c. 1950, Clark Irwin.

Leah, Vince, Pages From The Past, First Edition, Winnipeg: The Winnipeg Tribune, 1975.

Lonn, George, Canadian Profiles, Introduced by the Right Honourable Louis St. Laurent, Toronto: Pitt Publishing Co. Ltd., 1965.

Lysenko, Vera, Men In Sheepskin Coats, Toronto: Ryerson Press, 1947.

MacEwen, Grant, ...And Mighty Women Too, Stories of Notable Western Canadian Women, Saskatoon: Western Producer Prairie Books, 1975.

McLeod, Keith A., Multiculturalism, Bilingualism and Canadian Institutions, Toronto: Guidance Centre, Faculty of Education, University of Toronto, 1979.

Manitoba Department of Education, Manitoba Women in Politics, Poster Series Notes, Winnipeg, 1979.

Manitoba Library Association, Pioneers And Early Citizens of Manitoba, A dictionary of Manitoba biography from the earliest times to 1920. Winnipeg, Peguis Pub., 1971.

Paterson, Edith, Tales Of The Early West, Broadcast on CBC Radio by Maurice Birchell, Printed by Hignell Printing Ltd., Winnipeg, 1978.

Peguis Publishers, Early Buildings Of Manitoba, Winnipeg: Peguis Publishers, 1973, Photographs drawings and text.

Peters, Victor, All Things Common, The Hutterian Way Of Life, Minneapolis: The University of Minnesota Press, 1965 (in Canada, Copp Clark).

Pethick, David, Men Of British Columbia, Saanichen, B.C., Hancock House Pub. Ltd., 1975.

Remember Yesterday, by Pierre Burton, pub. The Canadian Centennial Publishing Company Ltd. (1965)

Royal Bank of Canada, A Conspectus of Canada, Montreal: Royal Bank of Canada, 1967.

Rudnyckyj, J.B., Manitoba Mosaic of Place Names, with introduction by Watson Kirkconnell. Winnipeg: Canadian Institute of Onomastic Sciences (with grant from the Manitoba Centennial Corp.), 1970. Trident Press, Winnipeg.

Still More "It Happended In Canada", by Gordon Johnston, pub: Scholastic - Tab (1976)

Strickland, David, "Quotations" from English Canadian Literature, Toronto, Modern Canadian Library, 1973, c. Pagurian Press Ltd.

Styles, William, L. Unusual Facts Of Canadian History, Toronto: M and S, 1947

Sports Seen, by Turofsky and Reeve, Pub. The Ryerson Press (1960)

Swayze, Nansi, The Man Hunters, Canadian Portraits, Toronto: Clake, Irwin & Co. Ltd., 1960 .

Sylvestre, Guy, Contron, Brandon: Klinck, Carl F., editors, Canadian Writers. New Edition (3rd) Toronto: Ryerson Press, 1967.

Wallace, W. Stewart, The Macmillan Dictionary Of Canadian Biography, Fourth edition, revised by W.A. McKay, Toronto: Macmillan Company of Canada Ltd., 1978.

Wells, Eric, Manitoba Nuggets, Winnipeg: Royal Trust, Winnipeg Branch, 1978. Originally broadcast over CJOB, Paper, 42 pages.

Wilson, Keith, Manitoba, Profile Of A Province, Winnipeg: Peguis Publishers, 1975

Women In Canadian Sports, by Jean Cochrane, Abby Hoffman and Pat Kincaid: Fitzhenry and Whiteside, 1977.

Women's Institute, Melita's Tales and Trails, 1879-1967. A record of the beginnings of the district of Melita, Manitoba, 1879-1967.

Wright, Norman, In View Of The Turtle Hill, A survey of the history of southwestern Manitoba to 1900, Deloraine, Manitoba: Deloraine Times Publishing Company, 1951.

Wright, Richard and Rochelle, Yellowhead Mileposts Route For The Overlanders, Vol. 1, Winnipeg, Manitoba to Kamloops, B.C., Mitchell Press, 1974.

Patriotic Observances

Grade 5

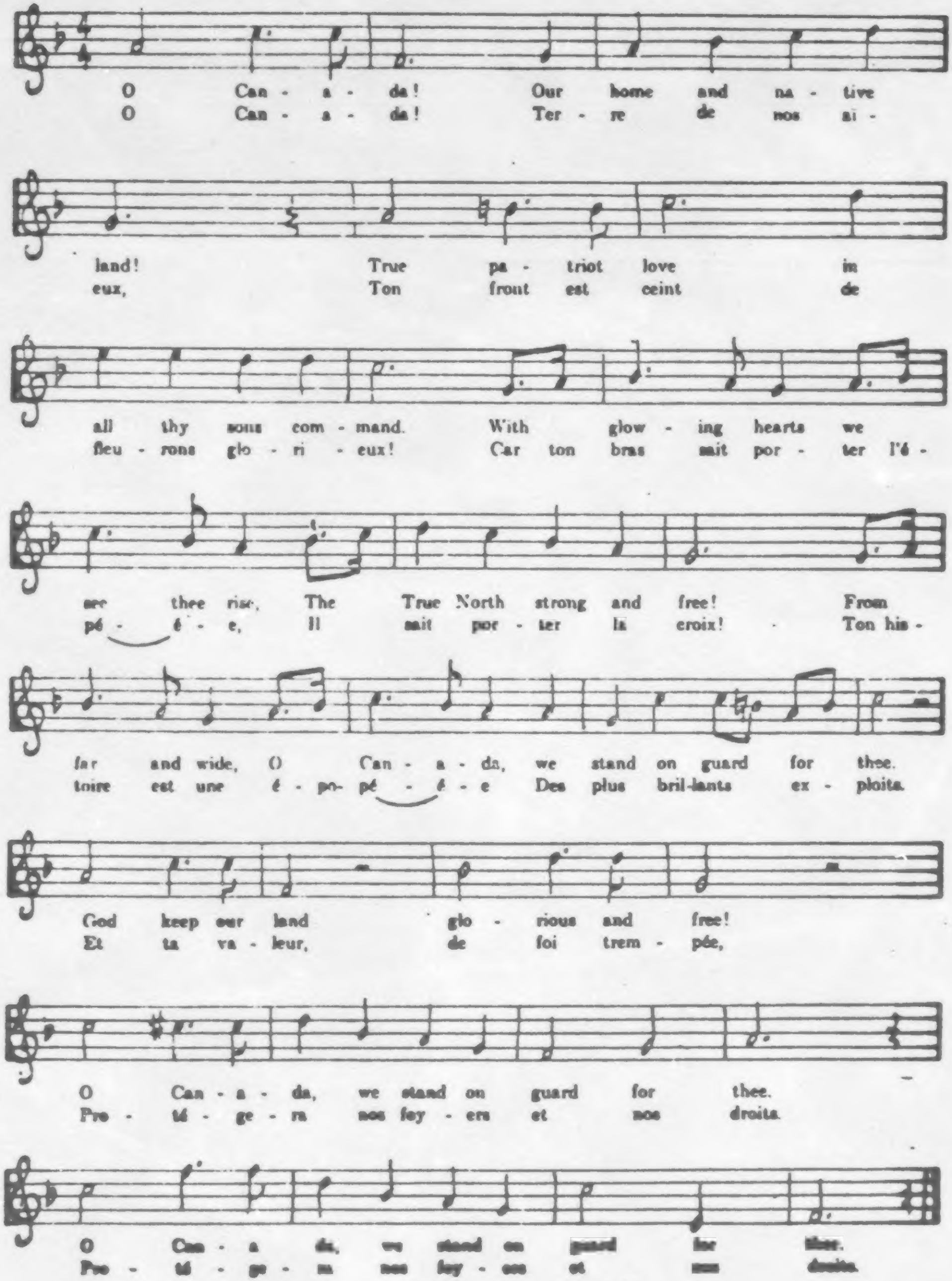
MANITOBA
DEPARTMENT OF EDUCATION

DAILY READINGS AND CALENDAR OF EVENTS

GRADE V

APPROVED BY THE MINISTER OF EDUCATION
JANUARY, 1981

O CANADA


O Can - a - da! Our home and na - tive
O Can - a - da! Ter - re de nos ai -
land! True pa - triot love in
eux, Ton front est ceint de
all thy sons com - mand. With glow - ing hearts we
fleu - rons glo - ri - eux! Car ton bras sait por - ter l'é -
see thee rise, The True North strong and free! From
pé - é - e, Il sait por - ter la croix! Ton his -
far and wide, O Can - a - da, we stand on guard for thee.
toire est une é - po- pé - é - e Des plus bril-lants ex - ploits.
God keep our land glo - rious and free!
Et ta va - leur, de foi trem - pée,
O Can - a - da, we stand on guard for thee.
Pro - té - ge - ra nos foy - ers et nos droits.
O Can - a da, we stand on guard for thee.
Pro - té - ge - ra nos foy - ers et nos droits.

BEST COPY AVAILABLE

TABLE OF CONTENTS

READINGS	PAGE
The Flag and Other Symbols	7
Canada Was First	8
For the First Time in Canada or Manitoba	9
Immigration	10
Citizenship and Government	11
Native Peoples	12
Interesting Canadians	13
The True North Strong and Free	14
Travel and Transportation	15
Canadian Women	16
Canada's Geography	17
Colourful Canadians	18
Place Names of Manitoba	19
Metis	20
Pioneer Life	21
Pioneer Transportation and Communication	22
Interesting Canadians	23
The French-Canadians	24
By Road and By Air	25
The English in Canada	26
The Scots	27
Landmarks	28
Exploration	29

READINGS	PAGE
Red River	30
Hockey Night in Canada	31
Men in Sheepskin Coats	32
Old and Interesting	33
Canadians of German Descent	34
Canada, A Sports-Minded Country	35
Manitoba Towns and Cities	36
Small in Number But Important to the Mosaic	37
Canadian Women in Sports	38
The Irish in Canada	39
Segments of the Canadian Mosaic (1)	40
Segments of the Canadian Mosaic (2)	41
The Arts in Canada	42
The Rivers of Canada	43
Animals in Canada	44
Canada's Prime Ministers	45
The Climate of Canada	46
Hazards and Disasters	47
Calendar of Canadian Dates	49
Bibliography	

PATRIOTIC OBSERVANCES

Why Have Time Set Aside For Patriotic Observances?

Human beings are social creatures and live and work within a complex of structures to which they give and from which they receive support and loyalty. These structures vary in kind, size, and purpose from the family to the world community. An important unit in the complex is the country of which human beings are citizens by birth or adoption, the nation which grows within a geographic frame and develops unique characteristics by virtue of its geography, history, its mix of peoples, its systems of communication, its political and economic philosophies.

It seems reasonable that the schools of a nation should help its children establish their relationship to their country and inculcate a love for it, not a blind and unthinking love, but one based on their own need to belong, on a sharing of aspirations, on their ability to evaluate critically, and on an understanding of their responsibilities as citizens.

Canada is a land of immigrants and the descendents of immigrants, from the Inuit and Indians who were its first human inhabitants to the most recent arrivals on Canadian soil. Its history is short. It is officially bilingual and in practice multilingual. Its geography, like many of its other features, is a source both of strength and of weakness in the building of its nationhood. Its nearest and most influential neighbour and trading partner has constant access to its children through the media of communication, through common aspirations, and through bonds of family and friendship. For these reasons, if for no other, Canadian schools have a special duty to help Canadian children understand and appreciate what it means to be and to feel Canadian.

It is hoped that by taking a few seconds, consistently and daily, to bring to children's attention items pertaining to their country, their awareness can be heightened and their interest aroused. The program contained here is more likely to appeal to children if, within the framework of daily repetition, the items maintain a freshness and flexibility through references to current happenings and interesting Canadian personalities as they appear in the news, and through the involvement of children in the choice and presentation of materials for daily as well as special programs.

Above all, if the program of patriotic observances is to attain any measure of success the teachers using it must themselves show interest and enthusiasm, and must be prepared to adapt it to the needs and ability of their pupils.

What Are The Objectives Of This Program Of Daily References to Canadiana?

It is hoped that through daily and systematic reference to persons, objects and events related to the Canadian scene, past and present, children may be helped to develop:

1. an appreciation of Canada and pride in being Canadian.
2. an understanding and appreciation of the rights and privileges enjoyed by Canadians.
3. an understanding of the duties and responsibilities of citizens of Canada.
4. an understanding of Canada's form of democratic government.
5. an awareness of how Canada's varied peoples have contributed to its cultural enrichment and its political, social and economic growth.
6. an awareness of influential individuals and colourful characters who contributed to the Canadian story.
7. an awareness of how Canada's geography has affected the lives of its people.
8. an awareness of Canadian culture as expressed in literature and art.
9. an interest in current happenings involving Canadians at home or abroad.

Obviously a program of patriotic observances is not the only or the best way to attain these objectives; but it has a role to play and can contribute, over a period of years and in a systematic fashion, to the building of a Canadian consciousness in Canada's young people.

THE CONTENT OF THE DAILY READINGS

Organization

The items for each grade are arranged in 41 groups of five items each. Every group has a central theme introduced by a note to the teacher. Accompanying each them or group of items is a poster referring to the theme. A theme might logically be used for a week, with an item per day. The themes recur through Grades 4, 5 and 6.

Timing and Timelines

The readings should take place every day, and be part of the opening or closing exercises. It is suggested that the teacher or a pupil who has practised the reading for the day, present it immediately after the singing of O Canada, and that the reading be "live" in the individual classroom rather than over a public address system. Only in that way can the necessary adjustments be made to the needs of specific groups of children.

Theoretically very few items should take more than 30 seconds to present. Most will take less time. Teachers will use their discretion in extending the time if pupils manifest interest or the item is particularly appropriate to what is happening in the news or in the regular school program.

Teachers are free to change the order in which themes or individual items are presented in order to correlate them with the day's or week's news and/or with what is currently being studied in Social Studies or other courses.

Nature and Use of Materials

The materials contained in this program have been selected to stimulate interest and not necessarily to be remembered. Some items will also occur in Social Studies or other regular school curricula and are therefore more likely to be retained by children than others. There has been little attempt to correlate the informational items with Social Studies programs of study. It is expected that where such correlation occurs teachers will take advantage of it, and if necessary re-arrange the presentation of the material to make the best use of it.

Considerable emphasis has been placed on Manitoba materials. The ethnic composition of Manitoba's and Canada's population has also been stressed. Two themes feature Canadian women as some counterbalance to the fact that most historical materials, and a majority of sports news, past and present, are male-oriented.

Although only one theme deals with the patriotic symbols that are so important as landmarks of national identity, it is expected that the flags of Canada and Manitoba, the provincial emblems and flowers, and Canadian identifying symbols such as the bison, the beaver, and the maple leaf will be constantly visible to children in their classrooms and in the school. The visual materials in the posters should also be used to full advantage.

Canadian geography and climate occur as themes, and are also implicit in other themes related to exploration, pioneer life, transportation and communication. Even sports items are indirectly related to Canada's geography and climate. Its long winters account for the preeminence of Canadians in sporting events like curling, hockey and the various kinds of ice-skating. The Grey Cup represents a contest between Eastern and Western Canada.

In most cases when time and space forced a choice between a well-known Canadian character and a less well-known one the selection favoured the less well-known person, since children will meet famous Canadians in other contexts. Teachers will add their own favourite Canadians to the far from inclusive list.

In many cases the criterion for the selection of an individual item has been not memorability or historical importance but the potential for catching the attention of the listener.

In all cases the intention is that the teachers using the items adapt the language and the content to the comprehension level of the pupils.

The Posters

The posters are to be displayed and referred to during the days when their respective themes are being presented. Teachers may wish to supplement them with additional visual materials. For example, when paintings are mentioned during the section on the arts in Canada, reproductions of paintings might be made available for pupils to see during the week. Other appropriate illustrations that are easily accessible should also be used whenever possible.

The Calendar

The calendar of interesting Canadian dates may be used when the dates fall on school days. They may replace or be added to the daily readings, or become a topic for a "special day" observance.

CONCLUSION

Teachers' understanding and acceptance of the objectives of the program are essential to its acceptance by pupils. For the short term, the intent is to stimulate interest, to catch the attention of children, and to emphasize that the people mentioned are or were Canadian, that the achievements were Canadian, and being Canadian they are part of the children's own Canadian experience. For the long term - over a period of several years - the hope and the expectation are that the total program of patriotic observances will help to engender in children an appreciation of their country and pride in being Canadian, and understanding of and appreciation of the rights and privileges ejoyed by Canadians, and a greater awareness than many of them now seem to have of the factors that have made Canada what it is.

At the same time care must be taken that pride in country does not deteriorate into chauvinism, into an intolerance of other ways of living and other modes of government. Part of the pride in being Canadian is an awareness of Canada as part of larger entities, as a member of other families of nations with responsibilities to them and to all the peoples of the world.

Finally, it should be understood that the patriotic observances as outlined in this booklet constitute only a small part of the total process of helping children to establish Canadian roots. The entire environment of the school and the community can and do contribute to the process· and the media, especially television, have what sometimes seems an overwhelming influence. Teachers can, however, reach children in a unique fashion, by example and enthusiasm as well as by direct teaching. Their interest in the program and their interpretation of it are crucial.

THE FLAG AND OTHER SYMBOLS

It is expected that teachers will present these brief segments of information in a manner that is comprehensible to children in their own classes. The flag is considered not as being important for itself but as having value as a symbol of what the nation that flies it represents. The flag should be visible to children as it is being spoken of. Coats-of-arms should be at hand, either in individual copies for children to handle, or large scale on film strip, overhead, transparency, or chart. The statement by a child that opens the Level IV section indicates clearly that reference to the flag is not intended to be chauvinistic. Every nation has its flag, and that flag has a special meaning to the people whom it represents.

1. Every Canadian came to Canada as an immigrant or is descended from people who came to Canada as immigrants. We are different in many ways - in our religion, our background, our colour, our height, our age. Some of us live in the country, some in towns and cities, some on the prairies, some in mountains or near the ocean. But we are all Canadians, and we all have the same flag, the flag that says "Canada" wherever it is flown; our red Maple Leaf.

2. The flag we have now, our red Maple Leaf, is not our first flag. For a long time our flag was the Union Jack, the flag of England, Ireland and Scotland. In 1924 we flew the Canadian Red Ensign on Canadian buildings overseas, and on Canadian ships to show that they were Canadian. In 1945 the Canadian Ensign became our official flag, but only until another flag could be chosen that would be distinctively Canadian. The Red Ensign was like our Manitoba flag except it had the Canadian coat-of-arms instead of the Manitoba coat-of-arms.

3. Before our Maple Leaf flag was chosen there was a great deal of discussion across the country and in Parliament. Thousands of people sent in suggestions for a new flag. A great many of them had a maple leaf somewhere in their design. In 1965 Parliament passed a law making the red Maple Leaf the flag of Canada. In spite of all the discussion beforehand, in a very short time the new flag was accepted by the Canadian people as a sign of our place in the world.

4. Every province has its own flag. The Union Jack on Manitoba's flag shows our connection with the Commonwealth of Nations. The coat-of-arms at the bottom has the cross of St. George and under it a bison, Manitoba's provincial animal.

5. The Union Jack reminds us that Canada used to be part of the British Empire and is now a member of the Commonwealth of Nations. It is also a reminder that we have a Queen who lives in the British Isles, Queen Elizabeth II.

CANADA WAS FIRST

Though Canada is a young country it has made important contributions in every field of human endeavour. This section lists a few of the areas and events in which Canada was FIRST.

1. The first Europeans to discover the North American continent probably landed somewhere on the coast of Labrador. The first settlement in North America was probably in Newfoundland at a place called L'Anse aux Meadows, (Lancy Meadows) where remains of buildings have been found. They date back to about 1000 A.D.

2. Not many people give Canada credit for producing the first space suit. It was invented and produced by a team of Canadian scientists for the use of air crew during World War II. Dr. W.R. Franks was the original designer of the pressurized suit, known by his name as the Franks space suit. It was used by flyers in planes that did not have pressurized cabins, and was also a safeguard to people who had to parachute out of their planes.

3. The first flight in the British Empire (now the Commonwealth of Nations) of a heavier-than-air machine took place at Baddeck, Nova Scotia on February 23, 1909, six years after the Wright Brothers' first successful flight at Kittyhawk. The biplane, designed and flown by J.A.D. McCurdy was in the air for nearly 0.4 kilometres at a height of 9 metres.

4. The first non-stop crossing of the Atlantic Ocean from West to East by air took place in June, 1919, from Newfoundland to the coast of Ireland. The pilots of the small biplane were two British airmen, Captain John Alcock and Lieutenant Arthur Brown of the Royal Flying Corps.

5. A Canadian by the name of Morse Robb designed the world's first commercial electronic organ in 1927 when he was only 25 years old.

365

FOR THE FIRST TIME IN CANADA OR MANITOBA

There are two kinds of Canada First stories. The first kind deals with inventions, discoveries and events which occurred in Canada first. The second kind deals with the first time certain things happened in Canada. An example of the former kind of "first" is Bombardier's invention of the skidoo or snowmobile. The latter kind of "first", which is largely featured here, is exemplified by the item to the effect that the first telephone exchange was set up in Winnipeg in 1881. It is not intended that students remember these "firsts", they are included to help children orient themselves in time, and to reinforce the knowledge that Canada has been and still is in the forefront in many areas of life.

Teachers will, of course, adapt the language when necessary to suit the level of their students' background and understanding.

1. Professor Kendrick created a sensation when he drove the first automobile in Manitoba. It was a three-wheeler. In 1899 Professor Kendrick and August Lion, a candy maker who was interested in chemistry, had built what may have been the first car made in Canada. They made a wooden model and had it **cast** in metal at Vulcan Iron Works in Winnipeg. It had the steering gear at the back and hard rubber tires.

2. The first Canadian woman licensed to practise medicine in Canada was Dr. Emily Stowe in Ontario in 1880.

3. Would you believe that the first person in Western Canada to go up in a balloon was a woman? And that the event took place in Manitoba? In 1882, according to a newspaper account of the day, it was a young woman named Nellie Thurston, who weighed a mere 57 kg. The balloon floated for more than two hours over Winnipeg and St. Boniface and finally landed about eight km north east of the city.

4. Not many people know that the first telephone exchange in Canada was set up in Winnipeg in 1881. Canadians are now among the greatest telephone users in the world.

5. Canadian Dr. Wilfred Bigelow was the first surgeon in the world to succeed in stopping a patient's heart for ten minutes. He did so in order to save the patient's life by doing delicate open heart surgery. Dr. Bigelow's methods are used all over the world.

IMMIGRATION

Canadians who were born in Canada sometimes forget that in terms of human history the vast stretch of northern North America has been populated for a relatively short time. Accordingly every Canadian is either an immigrant or a descendent of immigrants. Some immigrants like the ancestors of the Inuit and Indian people, and of the Métis, arrived on this continent many thousands of years ago. The first permanent settlement of European immigrants dates back only to 1608. The Canadian West was opened to agriculture and industry by immigrants who arrived after 1870. From the beginning the newcomers, the adventuresom and the ambitious, the seekers after freedom and the refugees from persecution and hunger brought with them skills, ambition and strong motivation, as they still do. They came, and are coming, to Canada from every part of the world. They have made this a rich and more interesting country than most because of the heritage of language, culture and courage they brought with them.

1. Did you know that there were times when Canada was criticized because it was taking only the very best people as immigrants, and so was accused of robbing their home countries of their talents? Doctors, nurses, engineers, scientists and skilled technicians were coming to this country in large numbers because they liked our way of life, and saw more opportunities for themselves and their families here than in their homelands.

2. Some immigrants were recruited in their own countries to do jobs in the New Land that needed to be done. For example, thousands of Chinese helped to build the transcontinental railways. People from the Philippines and Korea were invited to come and work in Canadian factories. Men and women from other countries were urged to come to Canada to work in the fields and orchards, to fill skilled jobs in the manufacturing industries, to work in the mines and lumber camps, to help out in hospitals and nursing homes and private homes.

3. Thousands of people came to Canada because they wanted to live in a country that was governed by the people through a Parliament elected by the people. Others, like the United Empire Loyalists came because they wanted to remain under British rule. They left the United States after the American Revolution and settled in Eastern Canada. Later many of their descendants moved westward from Ontario settling on the prairies.

4. Labels don't always tell the whole truth. In the early days people who came from what was then the Austrian Empire were labeled Austrian, even though most of them were really Germans, Bohemians, Slovaks, Roumanians or Hungarians. Sometimes immigrants were called German just because they had sailed from a German port. They were often Mennonites, Lithuanians or Poles. Labels on people as on products can sometimes be misleading.

5. An important group of immigrants were the women who came to Canada as "war brides" after each of the great World Wars. They married Canadian soldiers, sailors or airmen overseas. They came from practically every country in which Canadian troops were stationed or fought: from France and Belgium, from the Netherlands, from German and especially from the British Isles. Can you imagine how brave these women were to come to a strange land not knowing anyone but their husbands?

CITIZENSHIP AND GOVERNMENT

The learning that children may gain from this section should be incidental. They should not be expected to be tested on it, for example. It may, however, become a springboard for discussion and later study. If teachers have already taught the substance of the material presented here, the items may be used as reminders. As always, teachers are expected to use their discretion and their knowledge of their pupils to adjust the vocabulary and the level of difficulty.

1. Who is a Canadian? There are several ways in which a person becomes a Canadian. One is to be born a Canadian. Another is to live in Canada for at least three years and then become a naturalized Canadian.

2. To become a Canadian citizen if you were not born one, you must fill certain conditions. First, of course, you must be of good character. That's why people with criminal records are not allowed to become citizens. An immigrant to Canada who wants to become a naturalized citizen should also understand either English or French.

3. Immigrants to Canada who want to become naturalized citizens must make another promise. They must promise solemnly that they will obey the laws of Canada, and must know the rights and responsibilities of being citizens. A right means something you are entitled to. A responsibility means something it is your duty to do.

4. Some of your rights as a Canadian are: the freedom to say what you think or believe as long as what you say does not harm other people; the freedom to follow your own religion; the freedom to move around Canada as you please, and to leave it if you please; the freedom to choose where you live and what work you want to do; the right to vote.

5. With rights, there are always responsibilities. One of those responsibilities is to serve Canada when your services are needed, e.g., to act on a jury. A very important responsibility is to obey the laws of this country. If you want to change laws you must work to change them in a peaceful, lawful manner through the law-making bodies: the councils, the legislative assembly of the province and the Parliament of Canada.

NATIVE PEOPLES

History and fiction both tend either to neglect or romanticize the role of the first dwellers on the northern half of the North American continent, the Indian and Inuit peoples. When the ancient Britons were staining themselves blue to the astonishment of the more technologically advanced Romans, the hunters of what is now Manitoba used a variety of tools not unlike those of the Britons, with lance points made of copper, and an economy based on hunting the bison as the Britons hunted the deer of their mixed forest and grassland.

Over the centuries the native peoples developed the skills and techniques which they were later to pass on to Europeans trying to find their way into the heart of the great continent they thought of themselves as having discovered.

1. The early inhabitants of Manitoba, the first people to live here after the glaciers disappeared, were good travellers, good hunters and trappers, good fishermen, good craftsmen in stone, leather, copper and clay. They were also good artists. Of course, only art fashioned from or marked on stone or clay has survived from the very ancient times, but the art of Indians and Inuit when Europeans first saw it was of the highest order.

2. Manitoba has been a province for over a hundred years. That seems a long time to us, but isn't long at all when we remember that people began to move into this part of the country more than 20,000 years ago, the Indian people. These people hand invented shelters that exactly suited their way of life - the tipis, or tents made of animal skins. They sewed clothing and made fish nets that they weighted with carved stone net-sinkers. They used one of the most efficient forms of water transportation ever invented, the canoe.

3. Three hundred years ago Henry Kelsey, fur trader and explorer at York Factory, noticed how important Indian women were to a successful life in those days. The Indian women dressed the furs, sealed the canoes, prepared the meat, made moccasins and snowshoes. As an older explorer, Kelsey married an Indian woman, and insisted that she have the respect due his wife. She became the first Indian woman allowed to enter the fort.

4. When we speak of settlers we usually think of people who came from Europe or Asia and not of native Americans. But the first permanent settlers of the Reston, Manitoba, area were Sioux Indians who fled from the United States north to Canada after the Custer massacre in 1876. They settled on land set aside for them by the government of Canada.

5. Have you heard of the famous Mohawk Indian high steel workers? Since 1886 when the first Caughnawaga Indians found work on a CPR bridge across the St. Lawrence River these extraordinarily skillful workers have been in demand in Canada and the United States wherever high steel construction is in progress. The work is dangerous and challenging.

INTERESTING CANADIANS

The story of Canada is filled with the names of Canadians whose lives have been interesting for one reason or another. Not all have found their way into children's history textbooks but all form part of the colourful background of our national heritage.

1. In 1842 a young man, Samuel Zimmerman, came to Canada from the United States and made a name for himself as a contractor. His first big job was the construction of the Welland Canal, now part of the St. Lawrence Seaway. He also built the suspension and the railway bridges across the Niagara River. At the time that he was killed in a railway accident, he was probably the richest man in Canada.

2. Laura Secord was the woman who warned British and Canadian soldiers about a planned attack by American soldiers during the war of 1812. Her heroic deed might never have been remembered if if had not been for the Canadian writer, Sarah Anne **Curzon** . Her theatre play made the name of Laura Secord famous.

3. Josiah Henson, 1789-1883, was born a slave in the United States. He escaped with his family to Canada in 1830, and helped to found a settlement for escaped slaves near Dresden, Ontario. Josiah Henson's Autobiography, published in 1849, inspired an American writer who was opposed to slavery (Harriet Beecher Stowe) to write Uncle Tom's Cabin, a book that helped to bring an end to slavery in the United States.

4. One of the men who discovered gold on the Klondike River and started the Great Klondike Gold Rush was Skookum Jim, an Indian. His nickname, Skookum, comes from a word in the Chinook Indian language meaning strong or powerful, or big and brave.

5. Did you know that the Dictionary of Canadian Biography lists three men named Simon Fraser? Two worked at one time or another for the North West Company. One of these was the explorer of the Fraser River. The third was a doctor who was born and lived all his life in Quebec. All three were born within 16 years of each other, from 1760 to 1776, and all were of Scottish descent.

THE TRUE NORTH STRONG AND FREE

It is probably true that almost every immigrant who came to what is now Canada, came seeking freedom. For so many, like the first men and women who crossed the Bering Strait from Asia, it was freedom from hunger. They followed their food supply. Many more recent immigrants have had the same motive: the Scottish crofters, the Irish driven by the potato famine. Others have sought and gained freedom of religion, and freedom from persecution and imprisonment. Many of these people valued freedom of thought and speech above creature comforts. The right of Canadian due process of law, the freedom of association, freedom from discrimination on the basis of race, nationality, colour, religion or sex, freedom to move freely from place to place. . . . these rights are guaranteed by the Canadian Bill of Rights, and the enforcement of several of them is insured through Human Rights Commissions at the provincial and federal levels. One new Canadian citizen expressed his feeling about freedom this way: "When I thought of a policeman as someone who would help me in time of trouble and not someone to be afraid of, that's when I realized I was really in a free country."

1. An important part of being free is making sure that other people are also free. Can we always do what we feel like doing? Or must we take into account what other people want to do and have the right to do? Our laws help us to make sure that everyone's right to do things is protected.

2. In 1960 our Parliament passed a Bill of Rights which puts into words the rights and freedoms of being Canadian. In many countries of the world people do not have these rights and freedoms. Many thousands of people came to Canada during the past 200 years because in Canada they would have freedom of speech, freedom of religion, freedom to move from one part of the country to another, freedom to vote as they please.

3. The right to practise whatever religion they please, or not to practise any religion if they please, is very important to people, and being deprived of this right sent many groups of immigrants to Canada where they were guaranteed freedom of religion. That guarantee is now part of the Canadian Bill of Rights.

4. People, such as the Mennonites and the Hutterites, left their homes in Europe and came to Canada because they could not follow their religious beliefs in the countries from which they had come. In Canada not only were they permitted to live the lives they wanted, but they were not expected to serve in the armed forces because they were pacifists who did not believe in war.

5. Not many people know that slavery was made illegal in what is now Canada nearly 200 years ago. That was forty years before slavery was outlawed in the British Isles, and nearly seventy years before the United States fought a civil war to end slavery there. Canada has truly been a land of the free for many of the immigrants who came here.

TRAVEL AND TRANSPORTATION

The story of the opening up of the North American continent is also the story of travel and transportation. The early years, when travel was by foot or by light boats, saw little settlement beyond the easily accessible lands on the coasts and rivers draining to the sea. As means of travel became more efficient and routes were established, settlement followed the fur trade and missionaries westward into the heart of the northern half of the continent. There are not many living today who still remember the trek of settlers overland from eastern Canada by way of the Dawson Road or to Grand Forks and later Pembina where first they used steamboats and then the railroad for part of the journey north to the Canadian border. Credit is not always given to the ingenuity of the native peoples who taught the first Europeans how to build and use their river and lake craft: the kayak, the umiak, and the canoe. The covered wagon, familiar, thanks to the American western movies, did not play as great a part in the opening of the Canadian west as it did in the United States, though Red River carts and wagons both used the Carlton Trail.

1. The first written record of the Eskimo kayak is found in the Norse saga of Thorfinn Karlsefni which tells the story of the voyages of Thorfinn to Greenland and Newfoundland about 1000 A.D. The Vikings were amazed by the double bladed oars which looked like giant wheels as the paddlers dipped them in and out of the water. The reflection of the sun on the drops of water made them look like wheels of fire.

2. The voyageurs were truly "travellers". They were hardy paddlers who helped to explore the country in their search for more and different furs. They carried packs that weighed more than 40 kilograms across portages, and they paddled 19 hours a day from spring thaw until winter freeze-up. Although their lives were hard and most died before they were 40 years old, for 200 years it was the ambition of boys who grew up along the St. Lawrence River to become voyageurs.

3. The York boat was an open decked boat used during the 1800's by fur traders, especially in what is now Manitoba and Saskatchewan. It was named for York Factory, a Hudson's Bay Company trading post in Manitoba. It could travel in shallow water, but needed very strong people to row it, so sometimes when there was open water a sail was used. It had a crew of ten or eleven and could carry about 10 tonnes. You can see a York boat in the Museum of Man and Nature in Winnipeg and at the museum at Lower Fort Garry.

4. In July, 1870 an advertisement appeared in a Toronto newspaper asking for people to go out and settle in the new Canadian province of Manitoba. The advertisement said the trip would take 20 days to the district of Portage la Prairie by wagon by way of St. Paul, Minnesota. The grandparents of many people now living in Manitoba know that it took their parents longer than twenty days to make the journey. It now takes about three hours by air and road.

5. You may find it interesting to trace on a large map of Canada a route by which you might be able to cross the country entirely by canoe and portage, using the lakes and rivers of Canada, as did the voyageurs and the early explorers. You might have to change to dog sled during the winter months of your travels! Or spend the winter in comfort somewhere while you waited for the lakes an rivers to thaw!

CANADIAN WOMEN

At every stage of Canadian history women have made a notable contribution that has rarely been recognized. This section has been included to provide some kind of balance to the heavily male-oriented materials in many Canadian compilations. Women's contributions to Canadian life have also been noted in other sections.

1. In 1844 four Grey Nuns made the trip by canoe and overland on foot from Lachine, Quebec, to St. Boniface. It meant 58 days and nights of sunburn and mosquitoes, of sitting in canoes and sometimes being carried over portages. The brave women opened a school for girls and boys from both sides of the Red River - French and English-speaking, Indian and Métis. They laid the foundations of the first ongoing educational system on the Canadian prairies. Today their home is the St. Boniface Museum.

2. Several Indian women have become band councillors and chiefs. Jean Folster of Norway House was the first Indian woman in the province of Manitoba to become a magistrate.

3. Have you heard of this woman before? She was born in France in 1620 and died in Ville Marie, now Montreal, in 1700. An excellent business woman, she founded the Congrégation de Notre-Dame de Montréal, whose members were nurses and teachers in the hospitals and schools she founded. She was recognized as a saint by the Roman Catholic Church in 1950. Her name was Marguerite de Bourgeois.

4. Gossip columnists were in trouble even in the early days, and women stood up for their rights. In the 1870's, Mrs. Annie Bannatyne, in her husband's store on Main Street, horse-whipped a Toronto journalist because of what he had written about Winnipeg women in a Toronto newspaper!

5. If you haven't read Anne of Green Gables or any of the other Anne books, you have missed some good reading. The author of these books was L.M. (Lucy Maude) Montgomery, born in Prince Edward Island. She worked as a journalist and a teacher before marrying a minister. Anne of Green Gables has been made into a musical in the past few years, and has played successfully in cities across Canada. The original book was published in 1908.

CANADA'S GEOGRAPHY

The geography of Canada is as varied as that of any country in the world. From tundra to Mediterranean growth, from mountains more spectacular than the Alps to the flat coastal plains around Hudson Bay, from the sweep of the rolling prairie land to the craggy coasts of Newfoundland and Nova Scotia, from the fruit-growing regions of inland British Columbia and southern Ontario to the short-flowering summers of the Arctic, this huge land of ours stretches from Atlantic to Pacific, from the 49th parallel to the North Pole. Its endless variety inevitably produces extremes of climate, of scenery, of lifestyles. This section is merely a bare and random introduction to a few of our country's geographic points of interest.

1. There are five and one-half time zones as you pass from one coast of Canada to the other. This means that when it is noon in Newfoundland it is 6:30 a.m. in British Columbia. What time would it be in Manitoba? (8:30 a.m.).

2. Have you heard of Sable Island? It is a barren island off the east coast of Canada that is often called the "graveyard of the Atlantic." Many ships have been wrecked on the island. In 1598 a French colony of 50 people was started on Sable Island. When the people left four years later there were only four still living. Sable Island is now noted for its wild horses.

3. Have you heard about the sport called "white water rafting"? Vacationers come from all over the world to ride the rapids of Canada's swift flowing rivers, particularly in British Columbia, Yukon and the North West Territories. Skilled people take them on large blown-up rafts down the rapids of rivers like the Fraser, the Squamish and the Columbia.

4. Not many people know that Montreal, the largest French-speaking city outside of France itself, is built around the slopes of an extinct volcano.

5. In the early days Canada's waterways were as important as our roads and railways are today for people travelling and bringing in and sending out produce. In the wintertime in the north the waterways,especially the lakes, are still very important. Every year hundreds of miles of "winter roads" are built to bring supplies to settlements that in the summer are reached by water. When the ice on the lakes melts these roads disappear.

COLOURFUL CANADIANS

The Canadians noted in this section may not always rate mention in history books, but their lives are part of the warp and woof of Canadian life. They deserve to be brought to the attention of Canadian children, even briefly, to remind them that not only the great and famous make a contribution to their fellow human beings and to their country. The off-beat and the non-conformist should also be recognized as important to a free and open society.

1. To old timers in the North and to those people interested in tales of the North the name of Emile St. Godard (pronounced Sankador) stands for the glamour and the sportsmanship for which the North was famous. "With his lead dog Toby, who was almost human in his understanding and his team of husky-hound cross bred sleigh dogs he was internationally famous for his success in dog races." Year after year he won the 320 kilometre dog race, competing with top teams from Canada and the United States.

2. Have you ever wondered what makes people want to try something that seems impossible to do? The answer seems to be, "Because this is something no one has ever done before." You might have asked Thomas McClean that question. In 1971 he set out from St. John's, Newfoundland, all by himself in a six metre long rowboat to row across the Atlantic Ocean. And he did it - in 71 days!

3. Do you think you'll live to be 105 years old and be spry enough to dance a Red River jig when you are 103? That's what Victoria Callihoo did! She was born northwest of Edmonton in 1861. Her father was French, her mother Cree. At 17 she married Louis Callihoo who claimed to be French, Cree and Iroquois, and they had 12 children, six boys and six girls. She was an excellent teamster: both she and her husband drove freight teams for the Hudson's Bay Company between Edmonton and Fort Athabasca. She was known as Granny Callihoo by every one in the Lac Ste. Anne district.

4. After word spread that there was gold in the Klondike in 1898, many people came in a variety of ways. Prospector Sox Troberg said: "My old man came through the Chilkoot Pass, but the Mounties stopped him and wouldn't let him in unless he had about 4,400 grams of grub and supplies, or $500.00. So the old man made about four trips a day, carryin' 176 kilograms up the Chilkoot Pass, packin' and packin' for other folk who had their 4,400 grams of grub but couldn't carry it up the mountain. You see, for him it wasn't tough at all, but it was hard for people like doctors and lawyers that had gold fever. . . so they paid him $500.00 and he came here to Dawson."

5. Klondike Mike Mahoney, one of those who struck it rich in the Klondike gold rush, is said to have carried a grand piano over the White Pass in 1898.

PLACE NAMES OF MANITOBA

The place names of Manitoba were imposed by the first waves of immigration and settlement. So Indian, French, English-Scottish, Mennonite, Icelandic and Ukrainian place names are most numerous with the English-Scottish group predominating. The coming of the railways and the Geographic Survey gave names to most areas into which later populations moved. Here and there lakes and streams are still being named or re-named to honour individuals. The names selected here are intended to show the multicultural nature of Manitoba's population. There are however, many ethnic groups, either numerically small or late in arriving, that have made notable contributions to the life and growth of the province but that have not been commemorated in its place and names.

Children should be encouraged to search for the origins of names and places in their region of the province.

1. Some of the most beautiful names of places in Manitoba are Indian names. The very sound of them is musical: Wasagaming, meaning clear water; Wawanesa, meaning either whippoorwill or wild geese; Ninga, meaning mother; Napinka, meaning double.

2. The French name Lac du Bonnet means Bonnet Lake. The portage at the lake was given the name Bonnet as early as 1670. The Indians of the district used to lay crowns or wreaths of grasses and branches on a circle of stones nearby, forming a cover or bonnet.

3. The Icelandic settlers found some names for their settlements in Norse legends. Gimli was the heaven of the Viking gods. Bifrost was the name of the bridge that a Viking warrior, killed in battle, had to cross to reach his final resting place. Bifrost lies northwest of Gimli on the map of Manitoba.

4. The Mennonites, who arrived in Manitoba about the same time as the Icelanders, gave names to many villages and towns. Altona, known for the part it has played and continues to play in the cooperative movement, means "old fertile plain". It was named for a city in Germany when it was founded in 1875.

5. Belgian settlers named the town of Bruxelles after the capital of Belgium, which we call Brussels.

METIS

The word Métis, or Métif as it was in old French, actually comes from the Spanish word Mestizo. Mestizo was used by the Spanish in the American Southwest to refer to people who were descended from both Indian and European ancestors. Nowadays the word Métis is used for the people who are descended from those families of mixed blood who formed part of a distinct ethnic group during the fur trading and early colonial times in the West. They are neither European nor Indian. Sometimes there is a distinction made between English-speaking Métis, descended mostly from English or Scottish ancestors on the European side of their heritage and French-speaking Métis, whose European ancestors were French.

1. By the year 1870 the Métis people on the prairies both English and French speaking, thought of themselves as a distinct ethnic group with special rights and privileges. In other parts of Canada the children of mixed ancestry were absorbed into one or the other of the two races from which they were descended.

2. In 1870 when the province of Manitoba was formed at least 4 out of 5 people of the total population were of mixed blood, about 4,000 English-speaking and 5,300 French-speaking.

3. A Métis trader who was very observant was William Sinclair. Once, he made a report to the Hudson Bay Company after observing that the sturgeon fish has an inner bladder with glue-like qualities. This glue-like substance turned out to be very important to the Company. It was isinglass, a substance which the Company began to collect and sell in Europe. It is still used today in making wines, thanks to the observant eyes of William Sinclair.

4. Miss Manitoba of 1966 had the honour of being selected Miss Canada for that year. She was Diane Landry, born in St. Boniface, and a member of several prominent Métis families of this province. She won the contest on the basis not merely of her beauty but of her skill and intelligence.

5. Did you know that the first justice of the peace in the western territories was a Metis, Pierre Falcon, Junior, who was born in 1793 at Fort de Coude? In 1812 he settled at Prairie du Cheval Blanc. He wrote several folk songs, one of which was about the Seven Oaks incident that took place here in Manitoba.

PIONEER LIFE

The frontier of Canada was part of Canadian life for 300 years. Each successive wave of immigrants, each a new part of the land for settlement, brought similar problems to the pioneers, whether they came in 1650 or 1910. The snapshots of life contained in this section were taken mainly of and from the experiences of newcomers to the Canadian west, but they are not dissimilar from experiences of newcomers to the Maritimes, or the provinces of Quebec and Ontario.

1. Bachelors had a hard time of it in Manitoba in the early days. For example, at a dance at Old Deloraine, in 1882, 27 men had only four young women for partners. Some of the men drove to dances in horse or ox carts from as far as Napinka, 40 kilometres away. In 1834 Deloraine had a population of 50, of whom 32 were men, and 18 women and children.

2. Mrs. Guy Ramsay wrote about her memories as a child: "The trail from Turtle Mountain ran close to our house, and I remember sitting by the kitchen window at dusk on winter evenings counting dozens of passing loads of wood. With the temperature perhaps forty below zero, the men would be walking beside the sleighs. My sympathy was always for the poor horses, white with foam and frost, hauling for miles and miles those heavy loads which provided the family's year round fuel."

3. Farm women, in pioneer days and later, contributed to the family income. They looked after and sold poultry, traded eggs, made butter and cheese for their own use and for sale. They often did the milking and took the spare milk into town. Many baked more bread than their families needed, and sold it to neighbouring bachelors. They learned to make their own yeast, soap and vinegar. They preserved wild berries, and sewed and knitted for the whole family.

4. Have you heard of "witching for water"? Many people believe that certain men or women can locate underground water that can be tapped by a well. These people use a stick or wand, and where the wand dips the well is dug. For example, the Reverend W.R. Johnson of the Killarney area was said to be able to witch for water with a willow branch. He located an underground stream on Alex Arnott's farm. It took a day of hard digging before the water was reached, but it was sweet and good drinking.

5. A hundred years ago it was not as easy as it is today to get around or to have anything shipped. People walked a lot more than they do now. Mr. T.C. Dahl of Elkhorn wanted to buy a cow. So he took the work train to Brandon, and bought a cow **for $90.00.** But the CPR wouldn't let him take the cow back with him on the train. So he walked back from Brandon to Elkhorn, leading the cow.

PIONEER TRANSPORTATION AND COMMUNICATION

Travel is so easy today, and communication so rapid, that the hardships of a relatively short time ago are easily forgotten; the oxcart train that took two long, slogging months to reach Edmonton from Winnipeg, the ride to church in a Red River cart or even on a stone boat, the transformation that the telephone, the telegraph and the radio brought to communication. This section documents, often in the words of the people who used oxen and waited three months or more for news from eastern Canada, some of the experiences and feelings of the people who lived and worked in Manitoba in an earlier time.

1. In the early days of Manitoba there were no road signs and few maps. What landmarks there were could not always be seen in the dark, during winter storms and spring fogs. Many pioneer families used to place lighted lanterns in their top windows to show the way to travellers who might be lost or who needed a place to rest.

2. How long does it take to go from Emerson to Killarney these days? Not more than three hours by car if you keep under the speed limit. The early settlers who came to live in the Turtle Mountain area in the 1880's sometimes spent two weeks covering the distance, if they used oxen.

3. Hundreds of settlers and their families followed a trail west from the end of the railway at Emerson. A woman named Helen Cowan said of these journeys and the people who took them: "Often sleighs or wagons broke down or animals played out, goods were discarded and stacked here and there along the trail. Thefts were unknown. 'Even a dollar bill pinned to the top of a pole would not have been taken,' according to the pioneers."

4. The long trip to Edmonton and back to Red River wore out not only the Red River carts, but the oxen as well. Not many of them could take more than one trip. The hoofs of the oxen were worn off and the feet bled from going through sand and gravel and dry plains. Many oxen died on the way, some drowning as they were forced to swim across rivers; others just wore out or died of disease.

5. Mrs. George Barnard, a Killarney pioneer wrote: "On Sunday we had the oxen and stone boat to go to church. A box was placed on it for mother and my aunt to sit on. Father and Uncle Robert walked beside the oxen. Sometimes some of us children were on the stone boat and sometimes running alongside. My Uncle John had a Red River cart. The wheels shrieked all the while, and sometimes the rim would come out and we would get a swift ride to the ground."

INTERESTING CANADIANS

For a young nation Canada has produced and is still producing people of note. They do not always receive the renown they deserve. It seems worthwhile to introduce some of them to young Manitobans as a matter of interest if not always of example.

1. Manitoba is in the Central Time Zone, one of 24 time zones around the world, and six in Canada. The man who suggested the idea of time zones was Sir Sandford Fleming. (1827-1915). This brilliant Canadian also designed the first Canadian stamp, and was the chief engineer overseeing the construction of the Canadian Pacific Railway.

2. The first Canadian to win the Victoria Cross was Lieutenant A.H. Dunn of the 11th Toronto Hussars, in 1854 for heroism in the Crimean War. The first Canadian of Negro ancestry to win the Victoria Cross was William Hall, son of a Virginia slave who came to Huntsport, Nova Scotia, in 1814. He won the honour for heroism at the relief of Lucknow during the Indian Mutiny in 1857.

3. He lives on a reserve in British Columbia, but is widely known for his work on radio, television and films. Once he said, "Years ago I dedicated myself to try to do something that would give a name to the Indian people." And he succeeded. He is Chief Dan George, a Co-Salish (pronounced Say-lish) Indian, who while working on the Vancouver docks, was crippled in an accident. He was elected chief of his tribe, and went on to become famous as an actor and spokesman for his people.

4. Before we had electric lights people used kerosene lamps for lighting their homes and buildings. Did you know that kerosene oil, or coal oil as it is sometimes called, was discovered in 1852 by Dr. Abraham Gesner, born in Nova Scotia? Although he was a medical man, Dr. Gesner became interested in geology. He sold his patent for the manufacture of kerosene, not realizing how much his discovery would be worth.

5. Have you heard the saying that bread is the staff of life? It means that bread is a very important food. Canada grows much of the wheat that is used in different parts of the world, thanks to people like Margaret Newton. She was senior plant pathologist at the Canadian Rust Laboratory in Winnipeg, but had a world reputation. Margaret Newton helped to solve the problem of the rust that kills wheat plants.

THE FRENCH-CANADIANS

Canadians who live in Manitoba are aware of the part French Canadians have played in our history, both Canadian history as a whole and Manitoba history. The French explorers, the La Verendryes, were the first recorded Europeans to have reached the junction of the Red and Assiniboine Rivers from the east, and French was spoken on the banks of the Red River long before the Selkirk Settlers arrived by way of York Factory. A flourishing settlement on the east bank of the river shared its amenities with the scantier English-speaking group on the west bank during the middle of the 19th century, and French settlement has left its mark on many of the place names in this province. While only 30 per cent of Canadians claim French as their mother tongue, the French fact is an intrinsic part of all Canadian life, culturally, socially and economically.

1. Do you know that about one-third of all Canadians speak French as their first and main language? They live not only in Quebec but all the way across Canada from the Atlantic to the Pacific. French-Canadians of the Maritimes call themselves Acadians. Manitobans who are of French descent are Franco-Manitobans.

2. Do you live or have you visited any of these towns? All of them have French names: Beausejour, which in English means "a fine stopping-over place"; Ste. Rose du Lac, which means Sainte Rose of the Lake; Lac du Bonnet, which means Bonnet Lake; Ile de Chenes, which means Oak Island, and Souris, which means mouse. The Souris River on old maps is called the Mouse River. Isn't Souris a more attractive name?

3. In St. Boniface be sure to visit the monument that honours La Verendrye in the park that has been named for him. In the park also look for the monument that honours the nuns who came from Quebec in the early days to nurse the sick and teach the children. They were called the Grey Nuns.

4. Some day visit the St. Boniface Museum. There you will see a room with souvenirs of one of Manitoba's original founders. Louis Riel was born in St. Boniface in 1844. He played a big part in making sure that Manitoba became a province of Canada with the same rights as the provinces who were the first to form the Dominion of Canada.

5. Do you know who "Les Acadiens" are? They are French-Canadians who live in the Maritime provinces of Nova Scotia, New Brunswick and Prince Edward Island. Over 200 years ago, in 1755, the English expelled them from their homes in Acadia. Later about 1,000 came back, and from them are descended today's Acadians - Les Acadiens. Many interesting stories and poems have been written about them. A recent novel by Antonine Maillet, an Acadian, won a prize in France.

BY ROAD AND BY AIR

Children find it hard to place themselves in time and space. This segment introduces them to the rapid development of travel. It is hoped that they may get a feeling of Canada's vast expanse, as well as of the comparatively short span of history during which it has been possible to shrink the time in which the space can be covered.

1. In Winnipeg in 1905 there were only 12 benzine buggies, as the newfangled horseless carriages were nicknamed; but by 1912 the automobile had become a way of life, though it still had not replaced the horse and wagon for deliveries.

2. Have you ever ridden in an automobile that did not have a gasoline powered motor? On the streets of Winnipeg for many years, even after the gasoline driven automobile became popular, there were a few steamers and electric cars to be seen. The Kelly Steam Buggy, the Belcourt Steam Bugg and the Dickson-Fetherstonhaugh Electric were Canadian built cars which did not survive competition from gasoline motors.

3. Can you imagine city streets without a single automobile and roads without trucks or cars? There are still a few people living in Canada who can remember the excitement when the first automobile arrived in their town or city. Or can remember how frightened the horses they were driving were when they met a car on the road. The first automobile arrived in Canada in 1896.

4. Did you know that General Motors, one of the largest manufacturers of automobiles in the world, had one of its beginnings in Canada? A carriage maker named Sam McLaughlin began manufacturing the McLaughlin-Buick car in Oshawa, Ontario, in 1907. A few years later this company joined with an American company, and Mr. McLaughlin became the first president of General Motors of Canada.

5. The Trans-Canada Highway stretches from St. John's, Newfoundland to Victoria, British Columbia, and is said to be the longest highway in the world. It was begun in 1949 and not completed until 1962 at the Rogers Pass in Glacier National Park in the mountains. Of course long stretches of it had been in use for many years before that, carrying travellers of all kinds, and hundreds of thousands of tonnes of freight from east to west and from west to east.

THE ENGLISH IN CANADA

Although many people retain the language of their ethnic origin, the principal languages spoken by almost all people in Canada are English and French. In all the provinces except Quebec, law and the courts are based on the English system, and the Parliamentary system in Canada is also based on the English Parliament. Indeed our Canadian Constitution is still an Act of the British Parliament. English immigrants to Canada have made an outstanding contribution to its development. This section draws attention to the imprint on the Canadian way of life made by people of English descent.

1. Many families whose names are household words in Canada came originally from England. An example is the Massey family. The first Canadian Massey was descended from Geoffrey Massey, a Pilgrim father. In 1802 the family moved to Canada. Daniel Massey established one of Canada's first manufacturing businesses, which later became Massey-Ferguson, one of the world's largest farm implement manufacturers.

2. Much of the early exploration of Western Canada was done by Englishmen who worked for the Hudson's Bay Company. Henry Kelsey was one of them, a young lad when he first came to work for the Company, not much older than you are.

3. Canadian wheat is sold all over the world. The son of an English immigrant, Charles Edward Saunders, helped make it possible not only for Canada, but for all countries with a long winter, to grow wheat suitable for the climate. In 1933 he was made a knight by King George V for his discovery of Marquis, Ruby, Garnet and Reward wheats. He was one of the many Canadians of English descent who helped make this country what it is.

4. Are any of your friends or acquaintances descended from United Empire Loyalists? Many of the Loyalists were of English descent and did not want to give up allegiance to the King of England. They left the newly formed United States after the American Revolution and settled in what are now Nova Scotia, New Brunswick, parts of Quebec and in large numbers in Ontario. A hundred years after the Revolution many of their descendants moved west, looking for land an opportunity on the prairies.

5. It seems that at one time or another immigrants wherever they came from, were looked upon with distrust. Immigrants from England also suffered in this way. For example, in Winnipeg, in the early 1900's "Help Wanted" posters and advertisements often had tacked onto them this notice: "No Englishman need apply". It is against the law to do that kind of thing today.

THE SCOTS

No one who lives in Manitoba can doubt the strong influence the Scots had on the formation of Canada as a whole, and of Manitoba especially. Scottish names loom large in our population, carried by the descendents not only of the Selkirk settlers, but of the explorers and fur traders of the Hudson's Bay Company, the North West Company and of the independent traders who penetrated far into the north and west of this continent during the 18th and 19th centuries. In a steady stream since those days immigrants from Scotland have provided a solid population base, so that Robert Burns' Day and St. Andrew's Day are celebrated across the country, and the sound of the bagpipes is a familiar part of celebrations, be they Ukrainian or German or Scottish, be they weddings or military parades.

1. The Scots, people born in Scotland or descended from people born in Scotland, played a very important part in the early days of British Canada. When the first Parliament of the United Provinces of Upper and Lower Canada met at Kingston, in 1841, one-half of the elected members were Scottish.

2. You can tell by the many towns with Scottish names in the Province of Ontario where the earliest Scottish settlers made their homes. Many of the Scots were United Empire Loyalists. Others were Highlanders who had come as soldiers in British regiments fighting the American colonists. They stayed on in Canada, and brought out their wives and families.

3. The very first try at settling Scots in Canada took place in 1622. A man named Sir William Alexander hired a ship, and sent a minister, a blacksmith and a few farm workers to what is now Nova Scotia, but the ship didn't get there. It was held up by storms in Newfoundland, and finally turned back to Scotland.

4. We think of the Selkirk Settlers as coming first to Manitoba, in 1812. But nine years before Lord Selkirk sent Scottish settlers to the Red River valley, he had arranged to have about eight hundred Scottish people settle in Prince Edward Island, on the East Coast.

5. Did you know that the Scots make up one of the largest ethnic groups in Canada? About eleven people of every hundred in this country claim Scottish descent, as compared with 31 of every 100 who are of French descent, and 23 of every 100 of English descent.

LANDMARKS

When we go on vacation to distant lands we visit historic and other interesting sites. Too often we are not aware of what our own land has to offer. Canada is rich in historic locations, in natural and man-made wonders. This section hopes to draw fleeting attention to only a very few of these locations and buildings. Children should be encouraged to locate and visit landmarks in their own districts, and through knowledge of them reach an appreciation of the richness and variety of our country.

1. In the centre of Regina, the capital city of the province of Saskatchewan, there is a large and unusual park. This park is called Wascana Centre and has a lake, green space and a refuge for wildlife. It was begun in 1912 as a small park. According to Ripley's Believe It Or Not, Wascana Centre has the longest bridge in the world over the shortest distance of water - more than 550 metres long, covering a 365 metre span of water.

2. If you went up to the top of the CN Tower in Toronto you would find yourself in a restaurant and viewing place, 550 metres above the ground, turning slowly so that you could see for a distance of 125 kilometres all around you. The CN Tower is the world's tallest free-standing structure.

3. A strange sight, caused by the ebb and flow of tides over a high ledge, takes place at St. John, New Brunswick, twice a day. The waterfall seems to reverse as the tide goes in and then comes out of the mouth of the St. John River.

4. The central tower of the Parliament Buildings in Ottawa is called the Peace Tower. It was begun in 1919 following the first World War and finished in 1927. In the memorial chamber on the ground floor is an altar of Sacrifice, on which lie the Books of Remembrance. In these Books are written the names of 111,542 Canadians who died on active service in the two World Wars, 1914-1918 and 1939-1945.

5. When you visit Vancouver in the province of British Columbia, you should visit the city's Public Aquarium. It was the first aquarium in Canada and has 4,782 specimens of 534 species of waterlife. The most famous of these creatures are probably the killer whales. They are able to jump five metres high out of the water and of course they splash the spectators. Nearly 20,000 students visit the Aquarium each year.

EXPLORATION

The word exploration as used in this section refers to the opening up and mapping of the northern half of the continent by the traders, missionaries and adventurers of European extraction. It should not be forgotten that the continent was well explored, though not mapped, by the native peoples who inhabited the land before the Europeans arrived in the 16th century. Nor should it be forgotten that the later explorers and mappers had as guides and advisors men and often women who were either Indian or later of mixed blood. The motives for exploration were not always monetary. Religion and the search for knowledge as well as sheer adventure drove the early explorers deep into the heartland of North America.

1. When Cartier met Indians during his visits to North America in 1534 and 1535 they told him about a place farther west called the Saguenay Kingdom that had much gold and precious stones. When he finally saw samples from this rich country they turned out to be pyrite, or false gold, and quartz, not diamonds and rubies.

2. The first map that had Hudson Bay and Hudson Strait on it was made by a Danish captain, Jens Munk, who reached Hudson Bay ten years after Henry Hudson. During the winter of 1619-20, his ships and crew of 65 men were frozen in. All but three of the party died. The survivors managed to sail a small ship back to Norway during the summer of 1620, and told the tale of their terrible winter.

3. Early explorers soon discovered how dangerous the ice of our Canadian lakes and rivers could be. Pierre Radisson had his ships broken to bits by ice in the spring of 1683. He wrote: "Great flakes of ice were borne by the waters unto the top of our little hill. (It) gathered in heaps and was carried back with great violence....'Twas impossible our vessels could resist and they were staved all to pieces."

4. From the earliest times copper was an important mineral. More than 300 years ago the Governor of New France sent Louis Joliet, a young trader, and Jean Pere, a coureur-de-bois, to find out whether the stories were true of a copper mine on the northern shores of Lake Superior. Actually the copper, nickel and platinum of the Sudbury Basin were not discovered until 1883 when the CPR was built through that part of the country.

5. The great explorer, Samuel Hearne, set out twice in 1770 and 1771 to find the river on which the Indians had told him there were copper mines. When he came back the second time the Governor of Fort Prince of Wales, a Métis, told him that the reason he had run into trouble was that he did not have an Indian woman with him. An Indian woman, the Governor said, could carry twice as much as a man, and could cook into the bargain.

RED RIVER

The junction of the Red and Assiniboine Rivers was a logical place for a settlement to grow, and it is therefore not surprising that Indians and Metis had used the location as a gathering and camping place long before the Selkirk settlers arrived in 1812. From the early 19th century on, wave after wave of immigrants passed through Winnipeg, the city that grew on the Red River site.

1. When the first settlers from Scotland were coming to Red River in 1811, they had to leave behind some cattle because the ship needed the space to carry extra water. So these Selkirk Settlers bought a heifer and young bull from the trading post at Oxford House in July, 1812. They named these first animals of their new herd Adam and Eve.

2. The sounds of the bagpipes were heard as a group of Selkirk Settlers arrived at Red River on October 27, 1812. They had taken 93 days to come from Scotland to York Factory. From York Factory to Red River they used eleven boats and three canoes. As they drew near to the Red River settlement a piper played his bagpipes and the men shot their guns into the air.

3. Gumbo describes the kind of soil which becomes sticky and soapy when it is wet. Gumbo soil is found in the Red River area and so it is not surprising to hear stories of how this mud delayed early travellers who crossed the prairie by foot, ox cart and horseback.

4. In the early days at Red River money wasn't much use to people. They had to have something they could trade for other things they needed. In 1818 Father Provencher in St. Boniface on the east side of the Red River asked to be sent things that were not heavy and that he could use to trade for food. He got sugar, flour and cloth.

5. Life was very hard at Red River in the early days, and people died when they were quite young, leaving many children without parents. Many diseases that are rarely heard of today were common killers of grown-ups and children. In 1865 the council of Red River appointed guardians to look after the orphans.

HOCKEY NIGHT IN CANADA

Hockey has become Canada's national sport. It is played on all levels from the backyard rink to the great hockey arenas of the world. Over the past century Canada has produced some outstanding players both amateur and professional who consistently attract the largest television audiences as well as faithful fans who go to see them "live".

1. If you are visiting Toronto, you may be interested in going to the Canadian Sports Hall of Fame and the Hockey Hall of Fame. Both of these are in Exhibition Place. They were opened in August, 1961. It is a great honour for an athlete to be named to the Sports Hall of Fame.

2. Each spring the professional hockey teams compete for the Stanley Cup trophy, but in the year 1919 the competition was cancelled. Why? Because illness struck one of the two competing finalists. Many members of the Montreal Candiens were will and one member died during the great influenza epidemic. Because the rival Pacific Coast Hockey Association did not want to win by default, the series was cancelled.

3. Who was known as the Rocket? He played for 18 seasons in the National Hockey League for the Montreal Canadiens, and was a member of the famous forward line consisting of Maurice Richard, Elmer Lach and Toe Blake. You guessed it! He was Maurice Richard, noted for his speed and dramatic scoring ability. He was the first player to score 50 goals in 50 games.

4. The longest professional hockey game took nearly six hours to play. It took place on March 24, 1936, when Detroit defeated Montreal in the fifth overtime period. The teams had played a total of nearly nine periods, or the equivalent of three games of hockey!

5. Western Canada has produced some great hockey players. Gordie Howe came from the small town of Floral, Saskatchewan. He is recognized as one of the top players in the National Hockey League, having won the Hart Trophy, given to the most valuable player, five times.

MEN IN SHEEPSKIN COATS

The almost unbelievable hardships of the settlers who came from Eastern Europe to open the Canadian prairie to agriculture are now well documented. Clifford Sifton's "Men in Sheepskin Coats" came in their thousands in answer to the promise of land they could own and work. The children and grandchildren of the once feared "foreigners" now, as Canadians, participate in every aspect of Canadian life. Their contribution to the Canadian mosaic is an essential element of the Canadian society, economy, and culture.

1. Two men, Ivan Pillipiw and Wasyl Vassil Eleniak, deserve to have their names in Canadian history books beside those of Samuel de Champlain, Louise Hémon, and Lord Selkirk. They were the first Ukrainians to make the long journey from Central Europe to the Canadian West with the idea of bringing Ukrainian farmers to settle on the Canadian Prairies. That was in 1891.

2. Did you know that Ivan Pillipiw was arrested in his home town in Austria and sent to jail? It happened because he was urging his Ukrainian friends and neighbours to go to Canada to find new homes and free land.

3. From 1892 until the First World War broke out in 1914 about 200,000 people came from Central and Eastern Europe to the Canadian West. Most of them were Ukrainian although they were called Galicians and Ruthenians because many of them came from the districts in Austria and Russia called Galicia and Ruthenia. Among them were also Hutzuls and Boukhovinians.

4. A Manitoban called Clifford Sifton first used the words "Men in Sheepskin Coats" to describe the immigrants from the Ukraine because those who arrived in the cold weather wore the heavy sheepskin coats they brought with them from their Old Country homes. When Clifford Sifton ran for Parliament, the people who were afraid of or did not like "foreigners" talked loudly about "Sifton's sheepskins."

5. When you visit the Legislative Building in Winnipeg, go to the northeast corner of the grounds. There you will see a statue of the famous Ukrainian poet, Taras Shevchenko. Money for this statue was raised by the Ukrainian-Canadian communities of Manitoba to honour the poet.

ODD AND INTERESTING

The items that follow are intended to stimulate interest, and no more. Intentionally there is no special sequence of time or place. The emphasis is on variety, peculiarity and interest.

1. The province of Newfoundland has some interesting place names. What do you think of pairs of names like these: Goose Bay and Gander Bay; Shoe Cove and Stocking Harbour: Herring Neck and Dog Fish Point?

2. Some Canadians, in Perth, Ontario, claim to have had the world's largest wheel of cheese. It stood 185 centimetres high, had a distance around its edge of 860 centimetres, and weighed about 10 tonnes. Can you imagine a hunk of cheese that big?

3. There was great excitement in Manitoba in 1979 when people came from all over the world to see the total eclipse of the sun. There were not as many people here in 1889, but the excitement was just as high in Brandon and the surrounding countryside for the total eclipse in the year 1889.

4. You may have read about duels fought with swords or pistols, but did you ever hear of a duel fought with buggy whips? Such a duel took place in Winnipeg, in 1882, between a Mr. Hill and a Mr. W.J. Goss. They wore out seven whips before they were ready to call off the duel, and Mr. Hill was very badly cut up; he was in bed for a week afterwards. No one now knows what the duel was about.

5. We now expect our streets to be well lighted at night. The first street lights in Montreal were 22 lamps, set up by a group of private citizens at their own expense in 1815. They burned whale oil.

CANADIANS OF GERMAN DESCENT

Of every hundred people in Canada there are six or seven who claim German descent. German-Canadians form the fourth largest group in Canada. Only English, French and Scottish Canadians outnumber them. There are close to a million and a quarter Canadians with varying kinds of German background. Some belonged and still belong to distinguishable groups within the larger population, and many have retained distinctive dialects and lifestyles even as they adapted to Canadian ways and identified themselves with the two principal language groups within the country.

1. Have you been lucky enought to visit a Hutterite Colony? The are many interesting things to learn from Hutterites about how people can live together, peacefully sharing their work. In 1918 the first Hutterite families came to Manitoba. Now there are prosperious Hutterite colonies in the three prairie provinces. The Hutterites are opposed to any kind of violence.

2. An interesting group of German settlers were the Mennonites. They had left Germany for Russia in the 1700's looking for religious freedom, but found that they were not better off in Russia than they had been in Germany. Their first permanent settlement in Canada was in Manitoba, south of Winnipeg, where many of their descendents still live. They founded towns like Altona, Steinbach and Winkler, among others.

3. Do you know who the "Late Loyalists" were? Many were people of German descent who came to Canada after 1792, nine or ten years after the republic of the United States was formed. They had decided that they would rather be British subjects in Canada than Americans. They settled mostly in Ontario on land given them free by the British Government.

4. There are still large numbers of Canadians of German descent living in Ontario where their forefathers settled. But many of the descendants of the first settlers moved west, on foot, by ox-drawn wagon trains, and later by train. They were among the first people to open the prairies to farming, and helped to found the towns and cities of the Canadian west.

5. Canada owes a great deal to the many thousands of people who came from Germany after 1946, that is, from the end of World War II to the present time. Many of them brought much needed skills in the trades, and in business and the professions.

CANADA - A SPORTS-MINDED COUNTRY

From earliest times Canadians have enjoyed sports both as participants and as spectators. Although we may not collect as many gold medals in competition as some other countries, our interest in and support of almost every kind of sport indicates our commitment to sports as a significant aspect of our lives.

1. Generally recognized as the greatest all-around Canadian athlete, this man played professional football and hockey; he played baseball, wrestled, boxed and played lacrosse. His name was Lionel Conacher, nicknamed the Big Train. after his sporting life he was elected to the House of Commons. He died on May 26, 1954, while playing in a softball game.

2. Do you enjoy tobogganing? The first record of it in Manitoba was in 1799. The men of the North West Company amused themselves during the winter months by sliding down the bank of the Red River all the way across to the other side.The reporter of this sport wrote, "The Indian women join with them and they have excellent sport."

3. Canada's greatest women's basketball team came from a high school in the city of Edmonton, Alberta. Made up of graduates and attending students this team was formed in 1915, and from then until 1940 it played 522 and won 502 games, probably an all time record. They held the international women's basketball championship for 17 years, from 1923 until they disbanded. They were the Edmonton Grads.

4. Most people have heard of the Saskatchewan Roughriders football team. But did you know that the Roughrider team was once made up only of policemen? That's right; the team of 1890 were members of the North West Mounted Police stationed in Regina. They came to Winnipeg in that year to play the local team, but left on the losing end of a 39 to 4 score.

5. At one time skating, hockey and curling had to depend on the weather, as they all took place on natural rinks, most of them outdoors. Do you know where the first artificial ice rinks were used? In Vancouver and Victoria, British Columbia, as long ago as 1911.

MANITOBA TOWNS AND CITIES - BRANDON

Every town in Manitoba has its own interesting stories. The sampling of items in this section has been culled from documents and books collected and prepared for the various centennials of this province. Similar events are recorded - and often unrecorded - for every area of Manitoba.

1. Brandon by E. Pauline Johnson

Born on the breast of the prairie, she smiles to her sire - the sun;
Robed in the wealth of her wheat-lands, gifts of her mothering soil,
Affluence knocks at her gateways, opulence waits to be won;
Nuggets of gold are her acres, yielding and yellow with spoil.
Dream of the hungry millions, dawn of the food-filled age;
Over the starving tale of want her fingers have turned the page;
Nations will nurse at her storehouse, and God gives her grain for her wage!

2. Brandon today is Manitoba's second largest city. Away back in 1793, however, the name Brandon was first used to describe a Hudson Bay Company post built elsewhere on the Assiniboine River. The post was named Brandon House by the trader Donald McKay, who himself had the colorful nickname of "Mad" MacKay.

3. The city of Brandon grew so quickly that in 1883, shortly after it was named a city, it had 22 hotels. Brandon was the jumping off place for settlers taking up land and founding new towns in the south west of Manitoba. Not only settlers but traders, builders, and businessmen of all kinds either passed through Brandon or stopped over there on their way to their new homes and businesses.

4. In 1881, the year the present city of Brandon was founded, a baby was born to "Collis the baker" and his wife. The baby was named Scott Brandon Collis. He was given a free town lot in honour of being the first baby born in the new city of Brandon.

5. When the first "movies" came to Brandon there was great excitement. They were shown at the Brandon Fair and showed deep sea divers at work. An early Canadian film, showed a ride on a train through the Canadian Rockies, and logging and harvesting scenes. People ooh-ed and ah-ed through the performance, amazed at the miracles of pictures that actually moved, though jerkily. That was in the year 1903.

SMALL IN NUMBER BUT IMPORTANT TO THE MOSAIC

Relative to the total population of Canada the Netherlanders, the Chinese and the Jews are few in number. Their contribution to Canadian life has, however, been notable in quality and kind, as has been the contribution of the many minority groups which make up the Canadian mosaic. The 1971 census lists people of Dutch origin as constituting two per cent of Canada's population, the Chinese 0.9 per cent, and the Jews 1.4 per cent.

1. Canada's connection with the Netherlands dates back a long way. Do you remember that Henry Hudson was a Dutchman, and his ship, the Half Moon, a Dutch ship? In 1609 Henry Hudson discovered the great bay that is named for him.

2. Many Dutch immigrants became specialists in farming, raising nursery stock or growing tobacco and sugar beets. They were used to reclaiming land from the sea and the marsh, and did the same for marshlands in Ontario and later on the prairies.

3. How would you like to be paid $1.25 for a twelve hour day's work? That's what the Chinese labourers were paid for their work in building the CPR through the mountains of British Columbia. Yet most of them managed to save some money, and even to send some home to their families in China! They slept in the open, under canvas or in ramshackle sheds. Without them the railway would never have been finished on time.

4. Canadians who are Jewish are lucky because they can celebrate three Thanksgiving holidays. One is the Canadian holiday in October. The other two are old harvest festivals that were celebrated by the Israelites in the years before the Christian era, one in the spring - called "Shavuoth" (Shă v-ōō-oth) and the other in the fall - called "Succoth". Children especially like the Succoth holiday which is celebrated with noisemakers and games.

5. Although Jewish people in Canada are few in number, some of our most outstanding Canadians are Jewish. Did you know that in 1980, for example, both the Chief Justice of Manitoba, Samuel Freedman, and the Chief Justice of Canada, Bora Laskin, were Jews?

CANADIAN WOMEN IN SPORTS

Only relatively recently have women been accepted as participants in sports. Actually it was not until the movement for women's rights, politically and economically, gained momentum that women were considered "suitable" for sports activities. In recent years women athletes have excelled especially in track and field, in swimming, skiing and in ice skating. Gymnastics has become popular for women as for men. Women, however, still labour under disadvantages in athletics. Canada's women have brought honour to this country in the Olympics, which they entered for the first time in 1928, and in national and international sports meets.

1. The first time that Canadian women took part in the summer Olympics was in 1928. They did very well in several events. For example, the 400 metre relay team won a gold medal. It was made up of Fanny Rosenfeld, Ethel Smith, Jane Bell, and Myrtle Cook.

2. Have you heard of the Saskatoon lily? That was the nickname given by a sports writer to Ethel Catherwood. At the Amsterdam Olympics in 1928, the first time Canadian women took part in the summer Olympics, Ethel Catherwood jumped 1.62 metres to win a gold medal in the high jump. She was also an all-round athlete.

3. A Canadian woman, Barbara Ann Scott of Ottawa, was given the key to her city, and a motor car with the license number 48VI. That stood for the 1948 sixth winter Olympics where she had won the gold medal for figure skating. In fact, within a single month she had won the European, the Olympic, and the World Ladies' Figure Skating championships.

4. Both girls and boys now enjoy gymnastics as part of a regular physical education program. It's hard to realize that not until 1956 did a Canadian woman enter Olympic gymnastic competition. That first female gymnast was Ernestine Russell.

5. The Netherlands' gift to Canadian sport was Petra Burka who was born in Amsterdam and was brought to Canada by her parents when she was four years old. Her mother had been Dutch figure skating champion. Petra became Canadian, North American and world champion in 1964 and 1965, and was voted Canada's top female athlete of the year.

THE IRISH IN CANADA

At one time Irish immigrants to Canada outnumbered all others, and even now Canadians who claim Irish descent form a goodly proportion of the Canadian population. They are to be found in every part of Canadian life, as for example, the Eatons and the Richardsons in business, the painter LeMoine Fitzgerald in art and the singer Lois Marshall in music.

1. Some people claim that there were Irish settlements in the St. Lawrence valley as early as 375 or 900 A.D. At any rate we do know that in 1851, about a thousand years later, there were more Irish than Scottish and English people combined in Upper Canada - what is now Ontario. Irish-Canadians have had roots in Canada for a long long time.

2. Although not many people of Irish descent now live in Quebec, the town of Mayo, not far from Ottawa is very Irish in character, and every year thousands of Canadians and Americans who trace their origins back to Ireland visit Mayo in August to see a famous shrine called Our Lady of Knock. If you should take a trip to Ottawa you might find Mayo an interesting place to explore.

3. Have you heard it said that the Irish have silver tongues, or the gift of the gab, or have kissed the Blarney Stone? All these expressions mean that the Irish have a reputation as good orators and speech-makers. Canadians of Irish background have lived up to the reputation in Canada's many Parliaments, beginning with Thomas D'Arcy McGee, the first Canadian politician to be assassinated. He was also a great orator and a poet.

4. Manitoba is proud of one of its most famous artists, Lionel Lemoine Fitzgerald. Mr. Fitzgerald was a member of Canada's Group of Seven. He painted what he saw around him - his neighbour's house, the trees and the objects of his everyday life - in a distinctive style that makes it easy for us to recognize his work. Have you ever seen one of his paintings? The "Fitz" in his last name - Fitzgerald - is a clue to his Irish ancestry.

5. Have you ever gone up to the top of the Richardson Building in Winnipeg? It was built for one of Canada's largest grain companies founded by James Richardson of Winnipeg. That first James Richardson was born in County Tyrone, Ireland. He and his family have contributed in many ways to Canadian life.

SEGMENTS OF THE CANADIAN MOSAIC

PART I

HUNGARIAN JAPANESE ITALIAN

No matter how large or small the ethnic group is numerically it has made a noteworthy and noticeable contribution to the overall mosaic of Canadian culture. Canadians whose tastes in food, music and the arts might have been restricted by the comparative isolation of their many communities have learned from one another to appreciate a variety of sensations, and have interacte with one another to produce a society unlike that of any of its progenitors and yet pleasantly marked by them all.

1. The town of Esterhazy in Saskatchewan is named for Count Paul d'Esterhazy who was responsible for bringing the first Hungarian settlers to western Canada. They came from the United States where they had worked as miners and in factories. They had been farmers in Hungary and wanted to own land of their own.

2. Did you know that another and older word for Hungarian is Magyar? The Magyar language is quite different from any other European language, and very different from English.

3. Two Japanese sports which have become popular in Canada are Judo and Karate. Canadians of Japanese descent, also have become very good athletes in every sport played in Canada.

4. Have you ever tried to write a Haiku? A Haiku is a Japanese verse form using just 17 syllables. This is a haiku:

   Our country, Canada, a peaceful land
   From ocean to ocean -
   Free.

5. Look around you for stone buildings, especially if they have marble carving on them. The chances are that the work on these buildings was done by skilled artisans from Italy. Much o the mosaic work - pictures made of small pieces of coloured tile - in public buildings or large business buildings - was also probably done by Italian workmen or Canadians of Italian background and training.

SEGMENTS OF THE CANADIAN MOSAIC

PART II

ITALIAN ICELANDIC WEST INDIAN

1. Here's a musical family for you! Frank Masella of Montreal played the clarinet. He brought up his eight sons to be musicians: two play the violin, three the French horn; one the clarinet like his father, one the oboe and one the bassoon. Several of them play in various orchestras. The Masella family is one of many Italian-Canadian families whose love of music has contributed so much to Canadian life.

2. In 1972 when Winnipeg was celebrating its 100th birthday, Canadians of Icelandic background celebrated the 100th anniversary of the arrival of the first immigrant from Iceland to Canada. Sigtryggur Jonasson, however, was actually not the first Icelander to land on Canadian soil. That honour goes to Leif Ericsson, who landed on the cost of Newfoundland about the year 1000.

3. Many Canadians of Iceland descent, because of their tradition of democratic government, entered politics. Many became members of Manitoba's legislative assembly during the more than 100 years since the first Icelanders came to Manitoba.

4. Have you ever heard the must of a steel band? The steel band is a West Indian invention. The instruments are made of such ordinary things as empty oil barrels, and produce interesting music. The steel band is only one of many gifts that Canadians of West Indian origin have brought with them to Canada.

5. Most immigrants from the West Indies are English-speaking, but some come from islands where French is the main language. So West Indians can find themselves at home in Canada, where both French and English are official languages.

THE ARTS IN CANADA

Although Canada is a relatively young country, not far removed from the frontier mentally, it has developed a lively community of the arts. From the earliest days dancing, architecture, sculpture and painting have been an intrinsic part of Canadian life. During the 19th century and into the 20th century the folk arts have grown and flourished as immigrants have brought with them the ideas and ideals of their native cultures. The Canada Council has given support and encouragement to all the arts and the humanities. Regional art has sprung up in every part of the country, and regional theatres are well established. As Canada has reached political maturity, she has also given birth to her own individually identifiable writers and artists in every field - music, dance, drama, sculpture, painting, pottery, indeed in every conceivable art form. Art is one of the oldest and best reflections of a nation's culture. Canada is revealed to herself and her citizens through her artists.

1. Canadian artists have preserved for us information about people and places that would have been lost without their help. The Canadian artist Paul Kane came to Toronto as a child from Ireland. He became interested in the Indians of Western Canada, and spent two and a half years, from 1848 to 1850, visiting and living with them. He painted over 100 pictures and made many drawings of Indians and their life style. His work is not only art but history as well.

2. Many of our early painters imitated European styles of painting. It wasn't until well into the 1900's that a number of Canadian painters who loved Canada's streams and rocks and forests began to paint them not like European scenes but like the rough, strong landscapes that they were. These artists called themselves the Group of Seven.

3. Because Manitoba is a musical province, it has sent several outstanding musicians to make names for themselves in the world beyond their birthplace. One of these is Zara Nelsova, born in Winnipeg, who studied cello under Pablo Casals, probably the world's greatest cellist. She played with most of the world's greatest orchestras, and then taught at the famous Juillard School of Music in New York.

4. If you live in Neepawa or come from there you know that one of the town's most famous people is the novelist Margaret Laurence. Her books are read all over the English-speaking world. In her stories she calls Neepawa by the made-up name Manawaka.

5. The first Canadian rock band to gain international fame was the Guess Who from Winnipeg. Their music during the 1960's was often at the top of the American Hit Parade. One of their many hits was "American Pie." Have you ever heard it?

THE RIVERS OF CANADA

Rivers have played an important role in human history all over the world. Because of Canada's geography its rivers have been particularly important. For nearly 400 years they formed Canada's natural roadways. Explorers, priests, traders, and finally settlers used them for transportation, for communication, for irrigation and for life-sustaining water. Not until the coming of the transcontinental railway was it possible to have settlements of any size, or industry on any large scale away from the rivers. The names of Canadian rivers reflect the early history of the country: Indian, French, English - The Ottawa, the Qu'Appelle, the Hayes. Sometimes the name of a home country stream has been bestowed on a Canadian river, so that Canada boasts of a Thames and an Avon. Often the Indian name is descriptive of the river: Nova Scotia's Musquodoboit (pronounced Muskda'bit) in Micmac means "after a narrow entrance suddenly widening out at the mouth". Often a river bears the name of its first known explorer: the Mackenzie and the Fraser. Whatever their names and wherever they flow the rivers of Canada have tales to tell.

1. We all know that our own Red River flows north and empties into Lake Winnipeg. Not nearly as many of us know that once, many thousands of years ago, when the glaciers still covered most of Manitoba, the Red actually flowed south, and was one of the feeder streams of the Mississippi.

2. You might be able to guess that the name Saskatchewan is from an Indian word. Kisiatchewin is a Cree word meaning swift current, or fast-flowing river. The name suits the river in two places specially: where the North and South Saskatchewan come together, and at Grand Rapids in Manitoba, where we have a very large hydro power plant using the rapids on the Saskatchewan River to manufacture electricity for our use.

3. It is said that the Saskatchewan River is the second - after the St. Lawrence - most important river in Canada's history. Its two forks, the North and South Saskatchewan were the highways used by the early fur traders and the later explorers to work their way into the great western stretches of Canada. It passes through part of Alberta, all of Saskatchewan, and a good part of Manitoba, where it finally empties into Lake Winnipeg.

4. One of the longest rivers in Canada is the Mackenzie. It's hard to say how long it really is because it is the end link in a long chain of rivers and lakes that begins far to the south. If you look carefully at a map of Canada's rivers you will see that the Mackenzie could be said to begin where the Athabasca River rises in the mountains just a short distance from the beginning of the North Saskatchewan.

5. If you look at a large map of Canada you will see that most of Canada's large and important rivers flow north at least part of the way. Exceptions are the Fraser and the Columbia, the Thompson which is a tributary of the Fraser, and the Skeena. All these exceptions are in British Columbia.

ANIMALS IN CANADA

There has been no attempt to make this section all-inclusive. The items have been selected on the basis of the probable appeal to children, and their Canadian context.

1. Many species of birds and animals have been wiped out by human beings. The whooping crane was an endangered species, and is still a rare bird. When scientists began to work towards saving it, there were fewer than 20 whooping cranes in the whole world. Their only natural nesting and breeding site is Wood Buffalo Park in northern Canada. The cranes travel to the park 3,200 kilometres from Texas every spring to lay their eggs. It is a crime to kill a whooping crane.

2. The last large animals in North America, which like birds, migrate, are the caribou. Each year they leave the southern Yukon and go to their calving grounds in Alaska. Their trip across rivers, ridges and mountain ranges covers 1,300 kilometres, and then there is the return trip with the new born additions to the caribou family. These calves can stand twenty minutes after their birth, and after a day they can run faster than a man.

3. You've probably heard of bird sanctuaries to protect endangered species of birds. In Saskatchewan there is a prairie dog sanctuary, to protect the black-tailed prairie dog, sometimes called a barking squirrel. The use by farmers of poisons to kill gophers and ground hogs almost wiped out the prairie dog until the Historical Society of Saskatchewan set up the sanctuary.

4. When the groundhog is excited, it takes 100 breaths a minute, but when it hibernates during the Canadian winter it breathes only once very five minutes.

5. Most Canadians think of slowness when they think of the turtle. But many Indian tribes used the turtle as a sign of bravery because it rarely turns away from danger.

CANADA'S PRIME MINISTERS

Most of the sixteen men who have been prime ministers of Canada (as of 1980) are not remembered by most Canadians. The items in this section focus not on their parliamentary achievements, but on the human side of their lives in the hope that children will think of prime ministers as more than names listed in history books.

1. Can you imagine yourself teaching school if you were only fourteen years old? Canada's eighth prime minister, Sir Robert Borden, did just that when he was fourteen. Later, as an adult, he became the head of two universities, before becoming prime minister of Canada (1911-1920).

2. The father of Canada's fifteenth prime minister, Pierre Trudeau, developed a chain of gas stations into a fortune. That fortune was worth an estimated six million dollars.

3. Canada's ninth prime minister, Arthur Meighen, of Portage la Prairie, (1920-1921) had the unusual ability to remember things after reading them over just once. At one meeting he spoke without notes and recalled one hundred and fifty lines of poetry from Shakespeare.

4. How many pages can you read in an hour? Canada's thirteenth prime minister, John Diefenbaker said that he could read three hundred pages in an hour.

5. Canada's fourteenth prime minister, Lester Pearson (1963-1968) was such a good athlete as a young man that he was invited to join the Olympic hockey team of Britain.

THE CANADIAN CLIMATE

Nothing loomed so large in the letters and diaries of early European visitors to and settlers in Canada as the climate. They were particularly impressed by the winter, and the ability of animals and human beings to survive its rigors. Even today our southern neighbours tend to blame us for every winter storm and look with admiration as well as horror at our adaptation to our magnificently changing seasons.

1. How cold does it get in Manitoba? Each of us would have an answer to that question, but Henry Ellis thought it was a hell in reverse, where beer had to be buried 3.5 metres underground in order to prevent it from freezing. Ellis was part of a two-ship expedition searching for a northwest passage in 1746. It spent the winter near York Factory on Hudson Bay. He wrote: "When we went abroad the eyelashes, droppings from the nose and sweat aside the wigs froze." Doesn't that sound familiar?

2. The hottest temperature up to 1980 ever recorded in Canada was 45°C. It was recorded on July 5, 1937, in Midale and Yellow Grass, Saskatchewan.

3. Canada's worst blizzard up to 1980 happened in Alberta in 1964. The temperature was -34°C, the winds gusted up to 85 kilometres per hour, and with the visibility at zero you could see nothing ahead of you.

4. We don't have very much fog in most parts of Manitoba. Yarmouth, Nova Scotia, which is a seaport, often suffers from fog, though not usually as often as in the year 1967. In that year, of 92 summer days, 85 were foggy.

5. How big were the largest hailstones on record in Canada? They fell in Ontario on August 1, 1969, and were seven centimetres in diameter.

HAZARDS AND DISASTERS

Even with modern methods of controlling the hazards of disease and nature's disasters we have not been successful in eliminating all of them. How much worse it was in the early days when there was no firefighting equipment, sanitary conditions were deplorable by modern standards, and disease control was minimal. Had help been available it would still have been hard to get because of the difficulty of communication. This section brings to the attention of children some of the major hazards faced by the early settlers.

1. The prairie fire was a nightmare for every prairie settler. Fannie Freeman remembered her early days in the Killarney district: "The pioneers had many hard experiences, with hail, drought, blizzards, and most treacherous of all - the prairie fire. Sweeping down from the west, over the nineteen hills, flames burning the long grass soom became an inferno of terrific heat. Anyone who could plough a furrow or swing a wet rag was out trying to save his house or stacks of feed. It put fear into everybody."

2. Grasshoppers, a tall tale or the truth? In 1875 John and Alex Goodwin were working on the building of the railway from Emerson to Winnipeg. One day they took off their shirts and jackets and hung them on a fence. When they returned to get them all that was left was a pile of buttons and a watch. The grasshoppers had eaten every scrap of the cloth.

3. During the summer of 1869 the fearful disease of smallpox killed thousands of people in Manitoba. Most of the people who died were Indians of the plains. To help fight against another terrible outbreak of the disease, a young officer left Fort Garry with two cases of medicine. Captain W.F. Butler was to visit each of five Hudson's Bay Company posts in order to explain how to fight smallpox. But this was before vaccination had been discovered and so his medicine might not have helped very much.

4. Buffalo herds used to eat the prairie grasses for their food supply, but in the 1860's when a drought continued for several years the buffalo did not come to Manitoba. The crops failed as well and even the fish catch was much lower than usual. The situation was desperate by 1868. In that year the Council of Assiniboia gave 435 bushels of wheat and 285 barrels of flour over to the churches of the Red River settlement for distribution to their members. The food was needed badly and was no doubt appreciated.

5. If you have watched western movies made in the USA you may think that one of the dangers faced by settlers in Manitoba was attack by the Indians. That's not true. Though sometimes Indians and settlers were a little afraid of each other, because they didn't understand each other's ways, most of the time settlers and Indians were friendly to one another. Settlers crossed the prairies in their wagons and carts without fear of ambush or attack.

- A CALENDAR OF INTERESTING CANADIAN DATES -

JANUARY

1, 1743 - The La Verendryes caught their first sight of the Rocky Mountains.

7, 1827 - This is the birth date of Sir Sandford Fleming, chief engineer for the construction of the Canadian Pacific Railway, and the inventor of time zones.

11, 1815 - This is the birth date of John A. Macdonald, the first prime minister of Canada.

12, 1819 - St. Boniface College was founded on this date.

17, 1974 - The first woman Lieutenant-Governor was appointed - Pauline McGibbon in Ontario.

27, 1855 - Ottawa was chosen capital of what was then Canada.

28, 1916 - Manitoba women became the first in Canada to win the right to vote in provincial elections and to become members of the legislature.

FEBRUARY

1, 1920 - The Royal North West Mounted Police became officially the Royal Canadian Mounted Police, popularly called the Mounties.

2, 1927 - The lowest temperature to date was recorded at Snag in the Yukon - 81 degrees below zero, or an incredible -145.8 degrees Celsius.

7, 1948 - Canadian Barbara Ann Scott won an Olympic gold medal for figure skating.

11, 1922 - The discovery of insulin by Canadian doctors Banting and Best was officially announced.

13, 1947 - The most important oil discovery in Canadian history was the Leduc well, known as Imperial Leduc No. 1. Oil was pumped from it until 1974 when it finally ran dry.

15, 1965 - On this memorable day Canada's red and white Maple Leaf flag was flown for the first time as our official flag.

23, 1893 - The Stanley Cup was awarded for the first time - to an amateur team, the Montreal Amateur Athletic Association.

26, 1867 - The British North America Act, which officially formed the Dominion of Canada as a federation of provinces, was passed by the British Parliament.

MARCH

10, 1871 - Manitoba's first legislature as the governing body of a province of Canada was opened.

10, 1927 - CBC Radio began.

12, 1923 - Foster Hewitt broadcast a hockey game over the radio - the first hockey broadcast in Canada.

18, 1885 - The North West Rebellion began at Fort LaBoche, Saskatchewan.

21, 1825 - The Hudson's Bay Company set up Fort Vancouver, which later grew into the city of Vancouver.

22, 1764 - The first book to be printed in Canada was published. It was a copy of the Catechism.

23, 1954 - Canada's first subway trains began their run....in the city of Toronto.

24, 1949 - Newfoundland entered confederation. Its premier, Joey Smallwood, declared that he was the only living Father of Confederation.

APRIL

4, 1917 - Women won the right to vote in British Columbia.

7, 1868 - Thomas D'Arcy McGee was assassinated on the steps of his boarding hosue in Ottawa, the first Canadian statesman to suffer this fate.

14, 1861 - The city of Montreal was flooded by the waters of the St. Lawrence.

17, 1610 - Henry Hudson set out in the Discovery to search for a passage to India. Instead he discovered what is now called Hudson Bay, where he was set adrift by his crew and died.

23, 1851 - Canada's first postage stamp, the Three Pence Beaver, was issued.

25, 1959 - The St. Lawrence Seaway was officially opened by Queen Elizabeth the Second and the President of the United States.

MAY

1 - This date is celebrated as Labour Day in many countries of the work and by many trade unions in Canada.

2, 1964 - On this date Norther Dancer became the first Canadian horse to win the Kentucky Derby.

12, 1870 - Manitoba was established as a province. It was not as big as it is now, and came to be known as the postage stamp province because of its square shape and small size.

13, 1950 - This date marked the height of the great Red River flood of 1950 when most of the city of Winnipeg had to be evacuated. It was after this flood that the Red River Floodway was planned and constructed.

15, 1919 - The Winnipeg General Strike began, Canada's only general strike.

23, 1887 - CPR engine No. 374 hauled the first cross country passenger train to Vancouver.

24, 1918 - Canadian women could vote in federal elections and be elected to parliament.

28, 1934 - The world famous Dionne Quintuplets were born in Ontario.

JUNE

1, 1909 - Earl Grey, Governor-General of Canada, donated the Grey Cup for competition in football. Ever since 1921 it has been awarded to the professional football team which wins a contest between Eastern and Western Canada.

2, 1953 - Queen Elizabeth II was crowned in Westminster Abbey, London, England.

8, 1824 - The first washing machine was patented by Noah Cushing of Quebec.

15, 1962 - The first Canadian space vehicle was launched at a place called Wallops Island, Virginia.

20, 1875 - The University of Manitoba was founded.

20, 1908 - The book, Anne of Green Gables, was published.

21, 1811 - Lord Selkirk paid 10 shillings for the land in the Red River district.

23, 1813 - Laura Secord, pretending to guide her cow, passed through the American lines to warn British and Canadian soldiers of an American attack. This was during the War of 1812.

23, 1497 - John Cabot claimed what is now Nova Scotia for England by raising the King's flag on Cape Breton. The English king at that time was Henry VII.

JULY 1 - Canada Day celebrates the first day of Canada, a confederation.

1, 1858 - The first Canadian coins were minted. Like Canadian coins since they had the picture of the sovereign on one side, at that time the picture of Queen Victoria.

3, 1608 - Samuel de Champlain founded the city of Quebec.

10, 1946 - The first drive-in movie in Canada was opened in Hamilton.

14, 1789 - Alexander MacKenzie reached the Arctic Ocean by way of the river that carries his name.

15, 1870 - Manitoba officially entered confederation as a province. The date is celebrated as Manitoba Day.

16, 1880 - Dr. Emily Stowe became the first woman doctor to receive a license to practice medicine in Canada.

24, 1534 - Jacques Cartier raised a large wooden cross at Gaspé to claim the new land for France and for Christianity.

AUGUST

1, 1834 - The legislature of British Columbia abolished slavery in the colony.

3, 1610 - Henry Hudson was the first recorded European to sail into Hudson Bay.

5, 1858 - The Atlantic cable, stretching across the bottom of the Atlantic Ocean, carried the first message, or cablegram, from North America to Great Britain.

8, 1751 - Canada's first printing press was set up by a man named Bartholomew Green.

10, 1876 - Alexander Graham Bell made the first long distance telephone call from Brantford, Ontario, to Paris, Ontario.

13, 1535 - Jacques Cartier entered the St. Lawrence River, and named it for Saint Lawrence on whose "day" Cartier made the discovery of the great river.

17, 1896 - Gold was discovered in the Klondike, in the Yukon.

19, 1942 - On this date Allied troops, most of whom were Canadian, took part in a raid on the French coast, then occupied by German soldiers. Large numbers of Canadians were killed or take prisoner, but the lessons learned at Dieppe helped the success of the final invasion of Europe in 1944.

AUGUST (continued)

26, 1961 - The Hockey Hall of Fame was opened in Toronto.

30, 1812 - The Selkirk Settlers arrived at Fort Douglas on the site of what is now the city of Winnipeg.

31, 1873 - The North West Mounted Police, now the Royal Canadian Mounted Police, was formed.

SEPTEMBER

1, 1905 - Alberta and Saskatchewan entered Confederation. They had until then been part of the Northwest Territories.

3, 1962 - The Trans-Canada Highway was officially opened at Rogers Pass, British Columbia.

8, 1954 - Marilyn Bell, a Toronto girl, became the first person to swim across Lake Ontario.

13, 1759 - The Battle of the Plains of Abraham was fought between French and British troops. The leaders of both sides were killed - the French General Montcalm, and the British General Wolfe.

19, 1654 - The first wedding took place in New France; at any rate it was the first wedding to be on record.

21, 1928 - The first Canadian air mail stamp was issued.

22, 1877 - Chief Crowfoot, of the Blackfoot Indians, signed a treaty with the British Crown making peace between the Indians and the British in the Canadian west.

26, 1826 - What is now Ottawa was founded by Colonel By, a British army engineer, and was named Bytown in his honour.

29, 1962 - Alouette, the first Canadian communications satellite, was launched at Cape Canaveral (Kennedy). It was designed and built in Canada, the first by any country other than the United States or the Soviet Union.

OCTOBER

2, 1535 - Jacques Cartier arrived at Hochelaga, an Iroquois town, now Montreal.

9, 1874 - The North West Mounted Police arrived at Fort Whoop Up to bring law and order to the frontier. Fort Whoop Up was closed down and became an ordinary ranch.

OCTOBER (continued)

11, 1875 - The first settlers from Iceland arrived in Winnipeg.

14, 1955 - Lester Pearson received the Nobel Peace Prize, the first Canadian to be so honoured.

15, 1954 - Eighty-two people in Ontario were killed by Hurricane Hazel.

20, 1867 - Ottawa was proclaimed the capital of the new Dominion of Canada.

21, 1876 - The first shipment of wheat was sent from Manitoba to eastern Canada.

24, 1901 - The first person to go over Niagara Falls in a barrel - and come out alive - was Annie Edson Taylor.

24, 1945 - Canada became a charter member of the United Nations. This date is observed as United Nations Day.

NOVEMBER

2, 1936 - - The CBC was created as a national broadcasting system.

6, 1867 - The first session of Canada's first Parliament opened. Members of Parliament were paid $6.00 per day.

7, 1885 - At Craigellachie, British Columbia, there was a ceremony at which the last spike was driven in to complete the building of the Canadian Pacific Railway. At that spot rails laid from west eastward, and rails laid from the east westward met at last.

8, 1873 - Winnipeg became a city.

11, 1918 - An armistice was signed between the Germans and the Allied Countries bringing World War I, then called The Great War, to and end. The signing took place at the 11th hour of the 11th day of the 11th month of the year. We celebrate the date as Remembrance Day.

16, 1885 - Louis Riel was hanged at Regina. He is buried in the graveyard at St. Boniface Cathedral, in St. Boniface.

17, 1903 - Silver was discovered at Cobalt, Ontario.

20, 1942 - The Alcan (Alaska) Highway was completed in record time, and officially opened on this date.

22, 1917 - The National Hockey League was organized in Montreal.

23, 1813 - Montreal obtained its first street lights. They burned whale oil.

DECEMBER

1, 1841 - The first copyright was taken out in Canada - for a spelling book.

4, 1800 - David Thompson crossed the Rocky Mountains, the first European to do so in the northern part of the continent.

6, 1917 - A Norwegian freighter and a French munitions ship collided in Halifax harbour. The resulting explosion almost wiped out the whole city of Halifax, and killed at least 2,000 people. Read the novel *Barometer Rising* by Hugh MacLennen for an excellent description of this catastrophe.

9, 1755 - The first Post Office in Canada was opened in Halifax.

10, 1936 - Edward VIII gave up the British throne in order to be able to marry Mrs. Wallis Warfield Simpson. He was succeeded by his brother, George VI, the father of Queen Elizabeth II.

11-12, 1901 - Marconi sent the first wireless message from St. John's, Newfoundland.

25, 1855 - Ice hockey was played for the first time. The game took place at Kingston, Ontario.

29, 1908 - The first gold sovereigns were minted in Canada.

30, 1870 - Manitoba's first provincial election was held.

30, 1869 - Stephen Leacock, Canadian humorist and writer, was born.

BIBLIOGRAPHY

Barker, G.F., Brandon, A City, 1881-1961 Brandon, G.F. Barker, pub., 1977, (c. Barker)

Barker, G.F., The Story of Rivers, Prepared to commemorate 50 years of town incorporation, 1963.

Bruce, Jean, The Last Best West, Toronto: Fitzhenry & Whiteside in association with the Multiculturalism Program of the Department of the Secretary of State, 1976.

Canada 100, 1867-1967, Dominion Bureau of Statistics, Canada Yearbook, Handbook and Library Division, Ottawa, 1967.

Chafe, J.W., Extraordinary Tales From Manitoba History, Manitoba Historical Society and M.and S., 1973.

Clingan, Ida, The Virden Story, Virden's75th Anniversary Celebration, July 21 to 26, 1957. Printed by the Empire Publishing Co. Ltd., Virden, Manitoba.

Collier, Anne M., A History of Portage la Prairie and Surrounding District, City of Portage la Prairie, 1970. Printed by D.W. Friesen & Sons Ltd., Altona.

Colombo, J.R., Colombo's Little Book of Canadian Proverbs, Graffiti, Limericks and Other Important Matters, Edmonton: Hurtig Publishers, 1975.

Colombo, John Robert, Colombo's References, Toronto: Oxford University Press, 1976.

English, L.E.F., Historic Newfoundland, Newfoundland Tourist Development Division of the Department of Economic Development, St. John's, Newfoundland, 1955 3rd edition 1970 (Paper)

Garland, Aileen, Trails and Crossroads to Killarney, Killarney and District Historical Committee, 1967, Illus., W.L. McArter, printed by D.W. Friesen & Sons Ltd., Altona.

Geographic Board of Canada, Place Names of Manitoba, Ottawa: Department of the Interior, 1933.

Glimpses of Canada, by Marcus van Steen, pub: The Canadian Scene (1973)

Gooderham, Kent, ed., I Am An Indian, Toronto: J.M. Dent & Sons (Canada) Ltd., 1969.

Gould, Jan, Women of British Columbia, Saanichen, Hancock House Pub. Ltd., 1975.

Gray, Hugh, Letters From Canada, written during a residence there in the years 1806, 1807, 1080. London: 1809, Longman, Hurst, Reese and Orme, Facsimile ed., reprinted by Coles, 1971.

Great Canadian Sports Stories, by Trent Frayne and Peter Gzowski; pub. The Canadian Centennial Publishing Co. Ltd. (1965)

Harris, C.J., Editor, Quick Canadian Facts, The Canadian Pocket Encyclopedia, 32nd Annual Edition, 1977-78.

Harrison, Pamela, The First Original Authentic Unexpurgated Great Canadian Quiz Book, Toronto: John Wiley and Sons Canada Ltd., 1977, c. Pagurian Press.

It Happended In Canada, by Gordon Johnston; pub: Scholastic - Tab (1973).

Johnston, Jean, Wilderness Women, Canada's Forgotten History. Toronto: Peter Martin Associates, Ltd., 1976.

Langton, H.H.. Ed., A Gentlewoman in Upper Canada, The Journals of Anne Langton, Toronto: Clarke Irwin & Co. Ltd., 1964. Reprinted 1966 c. 1950, Clark Irwin.

Leah, Vince, Pages From The Past, First Edition, Winnipeg: The Winnipeg Tribune, 1975.

Lonn, George, Canadian Profiles, Introduced by the Right Honourable Louis St. Laurent, Toronto: Pitt Publishing Co. Ltd., 1965.

Lysenko, Vera, Men In Sheepskin Coats, Toronto: Ryerson Press, 1947.

MacEwen, Grant, ...And Mighty Women Too, Stories of Notable Western Canadian Women, Saskatoon: Western Producer Prairie Books, 1975.

McLeod, Keith A., Multiculturalism, Bilingualism and Canadian Institutions, Toronto: Guidance Centre, Faculty of Education, University of Toronto, 1979.

Manitoba Department of Education, Manitoba Women in Politics, Poster Series Notes, Winnipeg, 1979.

Manitoba Library Association, Pioneers And Early Citizens of Manitoba, A dictionary of Manitoba biography from the earliest times to 1920. Winnipeg, Peguis Pub., 1971.

Paterson, Edith, Tales Of The Early West, Broadcast on CBC Radio by Maurice Birchell, Printed by Hignell Printing Ltd., Winnipeg, 1978.

Peguis Publishers, Early Buildings Of Manitoba, Winnipeg: Peguis Publishers, 1973, Photographs drawings and text.

Peters, Victor, All Things Common, The Hutterian Way Of Life, Minneapolis: The University of Minnesota Press, 1965 (in Canada, Copp Clark).

Pethick, David, Men Of British Columbia, Saanichen, B.C., Hancock House Pub. Ltd., 1975.

Remember Yesterday, by Pierre Burton, pub. The Canadian Centennial Publishing Company Ltd.

Royal Bank of Canada, A Conspectus of Canada, Montreal: Royal Bank of Canada, 1967.

Rudnyckyj, J.B., Manitoba Mosaic of Place Names, with introduction by Watson Kirkconnell. Win Canadian Institute of Onomastic Sciences (with grant from the Manitoba Centennial Cor 1970. Trident Press, Winnipeg.

Still More "It Happended In Canada", by Gordon Johnston, pub: Scholastic - Tab (1976)

Strickland, David, "Quotations" from English Canadian Literature, Toronto, Modern Canadian Lib. 1973, c. Pagurian Press Ltd.

Styles, William, L. Unusual Facts Of Canadian History, Toronto: M and S, 1947

Sports Seen, by Turofsky and Reeve, Pub. The Ryerson Press (1960)

Swayze, Nansi, The Man Hunters, Canadian Portraits, Toronto: Clake, Irwin & Co. Ltd., 1960 .

Sylvestre, Guy, Contron, Brandon: Klinck, Carl F., editors, Canadian Writers. New Edition (3rd) Toronto: Ryerson Press, 1967.

Wallace, W. Stewart, The Macmillan Dictionary Of Canadian Biography, Fourth edition, revised by W.A. McKay, Toronto: Macmillan Company of Canada Ltd., 1978.

Wells, Eric, Manitoba Nuggets, Winnipeg: Royal Trust, Winnipeg Branch, 1978. Originally broadca over CJOB, Paper, 42 pages.

Wilson, Keith, Manitoba, Profile Of A Province, Winnipeg: Peguis Publishers, 1975

Women In Canadian Sports, by Jean Cochrane, Abby Hoffman and Pat Kincaid: Fitzhenry and Whiteside, 1977.

Women's Institute, Melita's Tales and Trails, 1879-1967. A record of the beginnings of the district of Melita, Manitoba, 1879-1967.

Wright, Norman, In View Of The Turtle Hill, A survey of the history of southwestern Manitoba to 1900, Deloraine, Manitoba: Deloraine Times Publishing Company, 1951.

Wright, Richard and Rochelle, Yellowhead Mileposts Route For The Overlanders, Vol. 1, Winnipeg, Manitoba to Kamloops, B.C., Mitchell Press, 1974.

Patriotic Observances

Grade 6

MANITOBA
DEPARTMENT OF EDUCATION

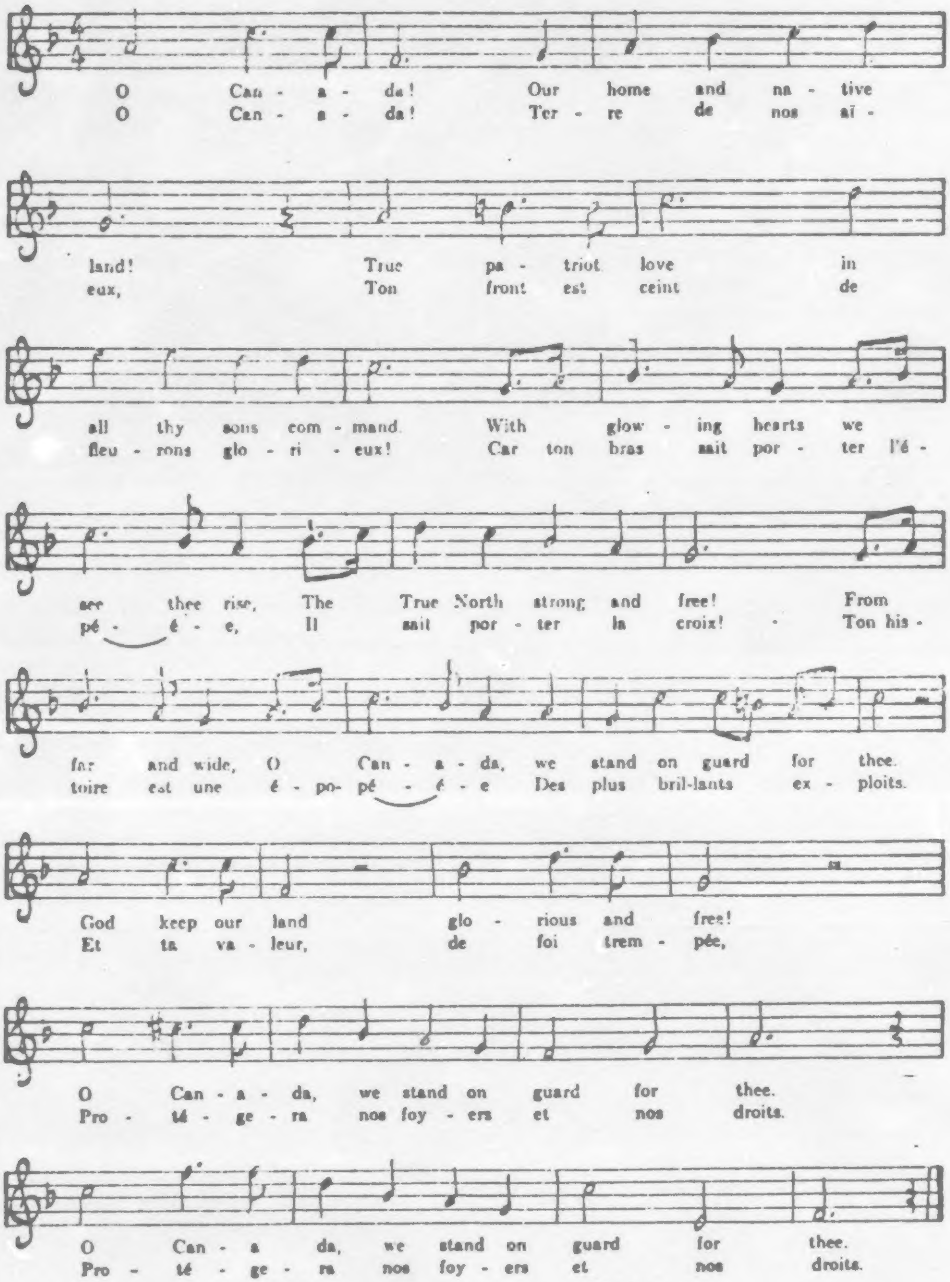
400

DAILY READINGS AND CALENDAR OF EVENTS

GRADE VI

APPROVED BY THE MINISTER OF EDUCATION
JANUARY, 1981

O CANADA


O Can - a - da! Our home and na - tive
O Can - a - da! Ter - re de nos aï -
land! True pa - triot love in
eux, Ton front est ceint de
all thy sons com - mand. With glow - ing hearts we
fleu - rons glo - ri - eux! Car ton bras sait por - ter l'é -
see thee rise, The True North strong and free! From
pé - é - e, Il sait por - ter la croix! Ton his -
far and wide, O Can - a - da, we stand on guard for thee.
toire est une é - po - pé - é - e Des plus bril-lants ex - ploits.
God keep our land glo - rious and free!
Et ta va - leur, de foi trem - pée,
O Can - a - da, we stand on guard for thee.
Pro - té - ge - ra nos foy - ers et nos droits.
O Can - a da, we stand on guard for thee.
Pro - té - ge - ra nos foy - ers et nos droits.

BEST COPY AVAILABLE

TABLE OF CONTENTS

READINGS	PAGE
The Flag and Other Symbols	7
Canada Was First	8
For the First Time in Canada or Manitoba	9
Immigration	10
Citizenship and Government	11
Native Peoples	12
Interesting Canadians	13
The True North Strong and Free	14
Travel and Transportation	15
Canadian Women	16
Canada's Geography	17
Colourful Canadians	18
Place Names of Manitoba	19
Metis	20
Pioneer Life	21
Pioneer Transportation and Communication	22
Interesting Canadians	23
The French-Canadians	24
By Road and By Air	25
The English in Canada	26
The Scots	27
Landmarks	28
Exploration	29

READINGS	PAGE
Red River	30
Hockey Night in Canada	31
Men in Sheepskin Coats	32
Old and Interesting	33
Canadians of German Descent	34
Canada, A Sports-Minded Country	35
Manitoba Towns and Cities	36
Small in Number But Important to the Mosaic	37
Canadian Women in Sports	38
The Irish in Canada	39
Segments of the Canadian Mosaic (1)	40
Segments of the Canadian Mosaic (2)	41
The Arts in Canada	42
The Rivers of Canada	43
Animals in Canada	44
Canada's Prime Ministers	45
The Climate of Canada	46
Hazards and Disasters	47
Calendar of Canadian Dates	49
Bibliography	

PATRIOTIC OBSERVANCES

Why Have Time Set Aside For Patriotic Observances?

Human beings are social creatures and live and work within a complex of structures to which they give and from which they receive support and loyalty. These structures vary in kind, size, and purpose from the family to the world community. An important unit in the complex is the country of which human beings are citizens by birth or adoption, the nation which grows within a geographic frame and develops unique characteristics by virtue of its geography, history, its mix of peoples, its systems [illegible] communication, its political and economic philosophies.

It seems reasonable that the schools of a nation should help its children establish their relationship to their country and inculcate a love for it, not a blind and unthinking love, but one based on their own need to belong, on a sharing of aspirations, on their ability to evaluate critically, and on an understanding of their responsibilities as citizens.

Canada is a land of immigrants and the descendents of immigrants, from the Inuit and Indians who were its first human inhabitants to the most recent arrivals on Canadian soil. Its history is short. It is officially bilingual and in practice multilingual. Its geography, like many of its other features, is a source both of strength and of weakness in the building of its nationhood. Its nearest and most influential neighbour and trading partner has constant access to its children through the media of communication, through common aspirations, and through bonds of family and friendship. For these reasons, if for no other, Canadian schools have a special duty to help Canadian children understand and appreciate what it means to be and to feel Canadian.

It is hoped that by taking a few seconds, consistently and daily, to bring to children's attention items pertaining to their country, their awareness can be heightened and their interest aroused. The program contained here is more likely to appeal to children if, within the framework of daily repetition, the items maintain a freshness and flexibility through references to current happenings and interesting Canadian personalities as they appear in the news, and through the involvement of children in the choice and presentation of materials for daily as well as special programs.

Above all, if the program of patriotic observances is to attain any measure of success the teachers using it must themselves show interest and enthusiasm, and must be prepared to adapt it to the needs and ability of their pupils.

What Are The Objectives Of This Program Of Daily References to Canadiana?

It is hoped that through daily and systematic reference to persons, objects and events related to the Canadian scene, past and present, children may be helped to develop:

1. an appreciation of Canada and pride in being Canadian.
2. an understanding and appreciation of the rights and privileges enjoyed by Canadians.
3. an understanding of the duties and responsibilities of citizens of Canada.
4. an understanding of Canada's form of democratic government.
5. an awareness of how Canada's varied peoples have contributed to its cultural enrichment and its political, social and economic growth.
6. an awareness of influential individuals and colourful characters who contributed to the Canadian story.
7. an awareness of how Canada's geography has affected the lives of its people.
8. an awareness of Canadian culture as expressed in literature and art.
9. an interest in current happenings involving Canadians at home or abroad.

Obviously a program of patriotic observances is not the only or the best way to attain these objectives; but it has a role to play and can contribute, over a period of years and in a systematic fashion, to the building of a Canadian consciousness in Canada's young people.

THE CONTENT OF THE DAILY READINGS

Organization

The items for each grade are arranged in 41 groups of five items each. Every group has a central theme introduced by a note to the teacher. Accompanying each them or group of items is a poster referring to the theme. A theme might logically be used for a week, with an item per day. The themes recur through Grades 4, 5 and 6.

Timing and Timelines

The readings should take place every day, and be part of the opening or closing exercises. It is suggested that the teacher or a pupil who has practised the reading for the day, present it immediately after the singing of O Canada, and that the reading be "live" in the individual classroom rather than over a public address system. Only in that way can the necessary adjustments be made to the needs of specific groups of children.

Theoretically very few items should take more than 30 seconds to present. Most will take less time. Teachers will use their discretion in extending the time if pupils manifest interest or the item is particularly appropriate to what is happening in the news or in the regular school program.

Teachers are free to change the order in which themes or individual items are presented in order to correlate them with the day's or week's news and/or with what is currently being studied in Social Studies or other courses.

Nature and Use of Materials

The materials contained in this program have been selected to stimulate interest and not necessarily to be remembered. Some items will also occur in Social Studies or other regular school curricula and are therefore more likely to be retained by children than others. There has been little attempt to correlate the informational items with Social Studies programs of study. It is expected that where such correlation occurs teachers will take advantage of it, and if necessary re-arrange the presentation of the material to make the best use of it.

Considerable emphasis has been placed on Manitoba materials. The ethnic composition of Manitoba's and Canada's population has also been stressed. Two themes feature Canadian women as some counterbalance to the fact that most historical materials, and a majority of sports news, past and present, are male-oriented.

Although only one theme deals with the patriotic symbols that are so important as landmarks of national identity, it is expected that the flags of Canada and Manitoba, the provincial emblems and flowers, and Canadian identifying symbols such as the bison, the beaver, and the maple leaf will be constantly visible to children in their classrooms and in the school. The visual materials in the posters should also be used to full advantage.

Canadian geography and climate occur as themes, and are also implicit in other themes related to exploration, pioneer life, transportation and communication. Even sports items are indirectly related to Canada's geography and climate. Its long winters account for the preeminence of Canadians in sporting events like curling, hockey and the various kinds of ice-skating. The Grey Cup represents a contest between Eastern and Western Canada.

In most cases when time and space forced a choice between a well-known Canadian character and a less well-known one the selection favoured the less well-known person, since children will meet famous Canadians in other contexts. Teachers will add their own favourite Canadians to the far from inclusive list.

In many cases the criterion for the selection of an individual item has been not memorability or historical importance but the potential for catching the attention of the listener.

In all cases the intention is that the teachers using the items adapt the language and the content to the comprehension level of the pupils.

The Posters

The posters are to be displayed and referred to during the days when their respective themes are being presented. Teachers may wish to supplement them with additional visual materials. For example, when paintings are mentioned during the section on the arts in Canada, reproductions of paintings might be made available for pupils to see during the week. Other appropriate illustrations that are easily accessible should also be used whenever possible.

The Calendar

The calendar of interesting Canadian dates may be used when the dates fall on school days. They may replace or be added to the daily readings, or become a topic for a "special day" observance.

CONCLUSION

Teachers' understanding and acceptance of the objectives of the program are essential to its acceptance by pupils. For the short term, the intent is to stimulate interest, to catch the attention of children, and to emphasize that the people mentioned are or were Canadian, that the achievements were Canadian, and being Canadian they are part of the children's own Canadian experience. For the long term - over a period of several years - the hope and the expectation are that the total program of patriotic observances will help to engender in children an appreciation of their country and pride in being Canadian, and understanding of and appreciation of the rights and privileges ejoyed by Canadians, and a greater awareness than many of them now seem to have of the factors that have made Canada what it is.

At the same time care must be taken that pride in country does not deteriorate into chauvinism, into an intolerance of other ways of living and other modes of government. Part of the pride in being Canadian is an awareness of Canada as part of larger entities, as a member of other families of nations with responsibilities to them and to all the peoples of the world.

Finally, it should be understood that the patriotic observances as outlined in this booklet constitute only a small part of the total process of helping children to establish Canadian roots. The entire environment of the school and the community can and do contribute to the process; and the media, especially television, have what sometimes seems an overwhelming influence. Teachers can, however, reach children in a unique fashion, by example and enthusiasm as well as by direct teaching. Their interest in the program and their interpretation of it are crucial.

THE FLAG AND OTHER SYMBOLS

It is expected that teachers will present these brief segments of information in a manner that is comprehensible to children in their own classes. The flag is considered not as being important for itself but as having value as a symbol of what the nation that flies it represents. The flag should be visible to children as it is being spoken of. Coats-of-arms should be at hand, either in individual copies for the children to handle, or large scale on film strip, overhead, transparency, or chart. The statement by a child that opens the Level IV section indicates clearly that reference to the flag is not intended to be chauvinistic. Every nation has its flag, and that flag has a special meaning to the people whom it represents.

1. If we think of the flag as standing for our feeling about our country - Canada - we treat it with respect. It is always flown right side up and at the top of the flagpole except when it is dipped and flown half mast as a sign of mourning for someone who has died and whom we wish to honour. It is not used as a drape or decoration, and is not allowed to drag on the ground. Flags that are too old and tattered to be used any longer should be burned and not put in trash cans for disposal.

2. It seems strange now to think it took twenty years to decide on a truly Canadian flag. During the debate in Parliament, The Right Honourable Lester B. Pearson, then Prime Minister of Canada, said that the Canadian flag and the Union Jack may fly side by side in Canadian skies - one that flies as "a symbol of Canada alone...that will say one word and that word is 'Canada'"; the other our symbol of "a Commonwealth of Nations of which an independent Canada is a part."

3. It is interesting to know something about the two flags that were used before 1965 when the Maple Leaf became our flag. The Union Jack which is still flown to honour the Queen and the Commonwealth is made up of three crosses placed on top of each other: the cross of St. George of England, the cross of St. Andrew of Scotland and the cross of St. Patrick of Ireland. The Canadian Red Ensign is the same as the flag of Manitoba except that it has the coat-of-arms of Canada instead of the coat-of-arms of Manitoba in the bottom right hand corner.

4. Examine the Canadian coat-of-arms carefully. Every figure in it has a meaning and stands for something in the history of Canada leading up to Confederation. The Latin motto "A MARI USQUE AD MARE", means "FROM SEA TO SEA", and therefore stands for the geography of Canada. Over three maple leaves are the fleur-de-lis or lily of France, the harp of Ireland and the lions of England and Scotland. The lion and the unicorn - a horse with a single horn - stand for the two founding nations, the British and the French. (Canada is a monarchy, that is, it has a king or queen. The lion standing on a helmet, carrying three maple leaves and wearing a crown shows that, as does the crown at the top of the coat-of-arms). (Note to teachers: This explanation is useful only if the coat-of-arms can be seen and its parts noted).

5. Every province has a coat-of-arms and its own provincial flower. Manitoba's flower is the prairie crocus, its animal the bison. Look at the coats-of-arms of the other provinces. Every one of them tells you something about the province, its location, its important industry as it was when the province adopted the coat-of-arms, or something else its founders considered important.

CANADA WAS FIRST

Though Canada is a young country it has made important contributions in every field of human endeavour. This section lists a few of the areas and events in which Canada was FIRST.

1. The North American form of football was developed in Canada in the late 1800's from the English game of rugby or rugger. Lacrosse was also first played in Canada. It grew out of a game played by Eastern Canadian Indians with curved, netted racquets.

2. The world's first ballet set to rock music was performed in Canada in 1971 by Les Grand Ballets Canadiens. It is the story of Tommy, a blind, deaf, mute boy who becomes a pinball champion.

3. The first ship powered totally by steam to cross the Atlantic Ocean was the Royal William, a Canadian vessel built in Quebec City. The crossing took place in 1833. Samuel Cunard who owned a share in the Royal William later founded the world famous Cunard Steam Ship Lines.

4. All over the world, in countries that have snow storms, rotary snow ploughs are used to clear railway tracks so that trains can go through. The rotary snow plough was invented by a Canadian dentist, J.W. Elliott, in 1869, and was first built in Orangeville, Ontario in 1885-6.

5. The first North American saints to be recognized by the Catholic Church were eight Jesuit priests who had been missionaries to the Huron Indians. The missionaries were tortured and killed in 1649. St. Jean Brébeuf School in Winnipeg was named for one of the saints.

FOR THE FIRST TIME IN CANADA OR MANITOBA

There are two kinds of Canada First stories. The first kind deals with inventions, discoveries and events which occurred in Canada first. The second kind deals with the first time certain things happened in Canada. An example of the former kind of "first" is Bombardier's invention of the skidoo or snowmobile. The latter kind of "first", which is largely featured here, is exemplified by the item to the effect that the first telephone exchange was set up in Winnipeg in 1881. It is not intended that students remember these "firsts", they are included to help children orient themselves in time, and to reinforce the knowledge that Canada has been and still is in the forefront in many areas of life.

Teachers will, of course, adapt the language when necessary to suit the level of their students' background and understanding.

1. The first slave in Canada was a young black boy who was sold to a man called Louis le Bailly in 1629. The buying and keeping of slaves from Africa was not made legal until 60 years later. Some people bought Indian slaves from other Indians who had captured them in war, but Indian slaves were not popular because they kept running away. The last slave to be bought in Canada was sold at auction in Montreal in 1797.

2. The Indians in the south western part of the United States had horses in the late 1500's, but the first horses to reach New France did not arrive until the summer of 1665 when twelve of them were shipped into Hudson Bay for the building of Fort Prince of Wales in 1731. When the La Vérendrye expedition reached the Portage plains a few years later the Indians had heard of but not seen horses.

3. How would you like to live in a house that had windows made of oiled paper? Most of the ordinary people in New France had oiled paper windows when they had windows at all. The first house in Canada to have glass windows belonged to the Longeuil family of Montreal. They were installed in 1689. Glass was expensive and hard to get.

4. "The History of Emily Montague" was the first Canadian novel to be published. It was written by a woman, Frances Brooke, was published in 1769, and gave a picture of the life and feelings of a person living in a military establishment in Quebec at that time.

5. It must have been a shock for hardened war reporters when Kit Coleman showed up to report events of the Spanish-American War in 1898. She was the first woman war correspondent in the world. She worked for the Toronto paper, Mail and Empire.

IMMIGRATION

Canadians who were born in Canada sometimes forget that in terms of human history the vast stretch of northern North America has been populated for a relatively short time. Accordingly every Canadian is either an immigrant or a descendent of immigrants. Some immigrants like the ancestors of the Inuit and Indian people, and of the Métis, arrived on this continent many thousands of years ago. The first permanent settlement of European immigrants dates back only to 1608. The Canadian West was opened to agriculture and industry by immigrants who arrived after 1870. From the beginning the newcomers, the adventuresome and the ambitious, the seekers after freedom and the refugees from persecution and hunger brought with them skills, ambition, and strong motivation, as they still do. They came, and are coming, to Canada from every part of the world. They have made this a rich and more interesting country than most because of the heritage of language, culture and courage they brought with them.

1. We know that we are all immigrants or descendants of immigrants. Just the same, 85 of every 100 people living in Canada were born in Canada. About 12 of every 100 came to Canada from the British Isles or some part of Europe and not quite 2 of every 100 from the United States. That means that only about one in every hundred people now living in Canada were born in Africa, Asia, the West Indies, South American and Australia-New Zealand.

2. Now that our government controls immigration carefully it is hard to believe that in 1911 more than 1,100 people a day were arriving in Canada as immigrants, and that over three million came into the country in the eighteen years between 1896 and 1914. Over 400,000 arrived in 1913 alone.

3. During the years 1974 and 1975 immigrants came to Canada from 94 different countries, from every part of the world. Most of them, however, were from Europe and especially from the British Isles. The next largest number came from the United States, about 26,000 people.

4. As long ago as 1942, before there were as many countries in the world as there are today, the Canada year book listed 50 nationalities of immigrants who had come to Canada in the previous four years. And at that, all South American countries were lumped together, and the West Indies, different as they are, were considered as one nationality!

5. New settlers in Canada weren't always welcomed by people who had come before them. Earlier English-speaking settlers were not always happy to have "foreigners" who looked"different" or who could not speak English when they first came. Settlers who came from areas other than Europe were sometimes not welcome. Even some English settlers were not wanted in Manitoba's early days. All these groups of people and their descendants became valuable citizens of Canada, making their own special kind of contribution to Canadian life.

CITIZENSHIP AND GOVERNMENT

The learning that children may gain from this section should be incidental. They should not be expected to be tested on it, for example. It may, however, become a springboard for discussion and later study. If teachers have already taught the substance of the material presented here, the items may be used as reminders. As always, teachers are expected to use their discretion and their knowledge of their pupils to adjust the vocabulary and the level of difficulty.

1. In elections nowadays the voter goes into a booth and marks his or her ballot privately. No one knows for whom any person votes. But before 1874 in federal elections voters had to stand at a poll and call out the name of the person they wanted to vote for. In some parts of Canada voters were bullied and bribed into voting for certain candidates, and were led to the polls to make sure that they voted as they had been told. The secret ballot is an important part of a democratic election.

2. Did you ever stop to think that there are several governments to which you will belong and which you will help to elect? Right around you there is your school government. Then there is an elected school board that decides many things about your school. Your municipal council looks after local affairs such as building rules, streets, the fire department, water and sewers and so on.

3. Your provincial law-making body is called the Legislative Assembly. It can have several political parties represented in it. The largest political party forms the government and its leader is the premier. The name of our present premier is. . . . . . The leader of the next largest party is called the leader of the opposition. His name is. . . . . . The provincial government deals with education, health and welfare, natural resources such as mining and fishing, and other matters that concern the people of the whole province.

4. The government of Canada is elected by all the people of Canada. It also has several parties: the leader of the largest party is the Prime Minister. The leader of the next largest party is called the Leader of the Opposition. It watches carefully over what the Government is doing and lets the people of Canada know when it believes that the Government is not doing what it should be doing. The name of our present Prime Minister is. . . . . ., and the name of the Leader of the Opposition is. . . . . .

5. The federal government, centred in our capital city Ottawa, deals with matters that concern the whole country. It deals with national defence, the mails, the money supply, international relations, Indian Affairs and the North West Territories. It also tries to make sure that all parts of the country are treated fairly. An example of this is the family allowance cheque which is sent by the federal government to every Canadian family with children.

NATIVE PEOPLES

History and fiction both tend either to neglect or romanticize the role of the first dwellers on the northern half of the North American continent, the Indian and Inuit peoples. When the ancient Britons were staining themselves blue to the astonishment of the more technologically advanced Romans, the hunters of what is now Manitoba used a variety of tools not unlike those of the Britons, with lance points made of copper, and an economy based on hunting the bison as the Britons hunted the deer of their mixed forest and grassland.

Over the centuries the native peoples developed the skills and techniques which they were later to pass on to Europeans trying to find their way into the heart of the great continent they thought of themselves as having discovered.

1. Many of the first settlers in Manitoba depended on the generosity of the Indian people. For example, Chief Peguis gave some wild rice, dried deer meat and dried sturgeon to a group of new settlers in 1815. The leader of the settlers wanted to show his thanks to the Chief at a later date by giving him the following gifts: "30 blankets, 42 quarts of spirits, 40 pounds of gunpowder, 40 pounds of bullets, 45 flints, 42 pounds of tobacco and 10 yards of cloth." The settlers were grateful for Chief Peguis' help. You can see a statue of Chief Peguis in Kildonan Park in Winnipeg.

2. Did you know that the first Inuit soapstone carvings and stone-cut prints were not sold until 1949? Since then they have become world famous. They bring Inuit artists and their communities income of something like $2 million a year or more, as well as artistic recognition. They are to be found in shops, and in public and private galleries all over the world and are an important contribution to Canadian Art.

3. Sometimes we forget that the relationship between the Indians of the Canadian prairies and settlers from other parts of the world was quite different from the relationship beyween American settlers and American Indians. In Canada generally the two groups got along quite well. Neither the Indians nor the settlers wanted to fight each other.

4. In 1980 the Canadian government honoured the Inuit way of life in the Arctic. The fifth gold coin to be issued by the Royal Canadian Mint, a one hundred dollar coin, made of pure 22 karat gold, on its reverse side pictures an Inuit in his kayak, against a background of ice floes. The gold piece was bought by collectors and investors all over the world. Canada's standard silver dollar on its reverse side has a picture of an Indian in his canoe.

5. The first Indian elected to the Canadian House of Commson was Len Marchand. He was elected in 1968 to represent the people of **Kamloops**-Cariboo, British Columbia. Senator James Gladstone of the Blood Reserve was the first Indian appointed to the Canadian Senate.

INTERESTING CANADIANS

The story of Canada is filled with the names of Canadians whose lives have been interesting for one reason or another. Not all have found their way into children's history textbooks but all form part of the colourful background of our national heritage.

1. Four times prime minister of Canada, from 1921 to 1948, he seemed a quiet and rather ordinary man. Only when his diaries were made public many years after his death in 1950 did Canadians learn some extraordinary things about him. He believed that his dead mother and his beloved little dog spoke to him from the grave and gave him advice on public matters. His name? William **Lyon** Mackenzie King.

2. Jacques Cartier is generally given credit for discovering the St. Lawrence River in 1534, but Thomas Aubert of Dieppe, France, is known to have sailed up the St. Lawrence for some distance as early as 1508. Like Cartier, he took back with him several Native people as proof that he had reached the new world. There is no record of what happened to those people.

3. Can you imagine trying to lead a fleet of ships up the St. Lawrence River at night with only the stars to guide you. It was a very dangerous thing to do, and yet Augustine Raby, the pilot and navigator of the fleet, had to do this in order to get General Wolfe's troops to Quebec City in 1759. Raby knew the river well for he had been born in Quebec.

4. Did you know that Simon Fraser, who gave his name to the Fraser River, was arrested at Red River by Lord Selkirk because he was suspected of taking part in the battle of Seven Oaks? His father, John Fraser, had fought on the Loyalist side of the American Revolution, and died in prison in Albany, New York, when Simon was a very young child.

5. This man was born and educated in Ontario but made a name for himself in Winnipeg, Manitoba. Here he became one of the most successful criminal lawyers in Canada. Of 76 people accused of murder who were defended by him only one was found guilty. He died in Winnipeg in 1915 at the age of 69. His name was Nathaniel Francis Hagel.

THE TRUE NORTH STRONG AND FREE

It is probably true that almost every immigrant who came to what is now Canada, came seeking freedom. For so many, like the first men and women who crossed the Bering Strait from Asia, it was freedom from hunger. They followed their food supply. Many more recent immigrants have had the same motive; the Scottish crofters, the Irish driven by the potato famine. Others have sought and gained freedom of religion, and freedom from persecution and imprisonment. Many of these people valued freedom of thought and speech above creature comforts. The right of Canadian due process of law, the freedom of association, freedom from discrimination on the basis of race, nationality, colour religion or sex, freedom to move freely from place to place...these rights are guaranteed by the Canadian Bill of Rights, and the enforcement of several of them is insured through Human Rights Commissions at the provincial and federal levels. One new Canadian citizen expressed his feeling about freedom this way: "When I thought of a policeman as someone who would help me in time of trouble and not someone to be afraid of, that's when I realized I was really in a free country."

1. Freedom does not come "for free." Time after time it has had to be fought for, in words and with the lives of people who believed in its importance. The last World War, in which Canada played an important part, was fought to preserve our freedom and the freedom of millions of other people around the world.

2. On Remembrance Day we stop to remember those men and women who lost their lives fighting to preserve out freedom. Remembrance Day falls on November 11, because it was on that date that World War I came to an end in 1918. It had been one of the bloodiest wars in history. Sixty thousand Canadians died fighting in France and Belgium, at sea, and in air battles.

3. A fact of Canadian life that we take for granted is that no one should suffer because of his or her religious beliefs. In Canada most of the population is Christian, although belonging to about two dozen different denominations. There are also people who practise Hinduism, Buddhism, Confucianism, Mohammedism, Judaism and other faiths. We respect one another's religions and try to learn about them.

4. Freedom of speech is an important right in Canada. Cases have been fought in court to make sure that freedom of speech and writing is preserved. We must however remember that there are important limits placed on freedom of speech. We must not write lies about people. We must not insult people by calling them unpleasant names. We must not insult the religion, nationality, race or sex of people. If we do, we are taking away from them their freedom to be what they are.

5. As Canadians we are proud that slavery was outlawed here 40 years before it was made illegal in Great Britain and 70 years before the United States fought a civil war to end it. Because runaway slaves became free people when they crossed into Canada, interested Americans and Canadians set up an escape route for them to go to Canada. It was called the Underground Railway. Descendants of the runaways still live in parts of Ontario and Nova Scotia where the Undereground Railway ended.

TRAVEL AND TRANSPORTATION

The story of the opening up of the North American continent is also the story of travel and transportation. The early years when travel was limited to travel on foot or by light boats on rivers and lakes saw little settlement beyond the easily accessible lands on the coasts and rivers draining to the sea. As means of travel became more efficient and routes were established, settlement followed the fur trade and missionaries westward into the heart of the northern half of the continent. There are not many living today who still remember the trek of settlers overland from eastern Canada by way of the Dawson Road or to Grand Forks and later Pembina where they used first steamboats and then the railroad for part of the journey north to the Canadian border. Credit is not always given to the ingenuity of the native peoples who taught the first Europeans how to build and use their river and lake craft; the kayak, the umiak, and the canoe. The covered wagon, familiar, thanks to the American western movies, did not play as great a part in the opening of the Canadian West as it did in the United States, though Red River carts and wagons both used the Carlton Trail.

1. We are so used to being able to move from place to place quickly that it is hard to realize how long it used to take during the early days in Canada. For example, the distance from Quebec City to Montreal is about 290 kilometres. If you hired a calesh, it might take you two and a half days, if the roads were in good shape and the weather was reasonable. You would have had to stop over for two nights.

2. The French sailing ships that brought supplies to New France from their homeland took anywhere from twelve days to a month or even more depending on the weather, the size of the ship, and its cargo.

3. The voyageurs, the fur traders of the north west, averaged about 65 to 70 kilometres a day. They stopped at regular intervals for a "pipe", that is, a three-minute smoking break. The four Grey Nuns who came to Red River from Quebec in 1858 took 58 days by canoe and overland to make the journey. The air trip from Montreal to Winnipeg now takes less than three hours flying time.

4. In the early 1800's if you travelled by calesh, or fifty years later, by stage coach, you might have to make as many as 24 stops, usually to change horses, on the 290 kilometre trip from Quebec City to Montreal. The stage coach, clumsy as it was, was faster than the calesh, which was a one-horse carriage. The trip by stage coach might take only a day and a half with one night stopover in Three Rivers.

5. From 1871 until the American railroad reached Pembina, travellers from Port Arthur, now Thunder Bay, followed the Dawson Road. This route, mapped out by an engineer called Simon Dawson, used the lakes and rivers and no fewer than 47 portages to cover the distance. A cairn in Ste. Anne and Dawson Road in Eastern Manitoba are all that is left to remind us of this route, once much travelled by immigrants to western Canada.

CANADIAN WOMEN

At every stage of Canadian history women have made a notable contribution that has rarely been recognized. This section has been included to provide some kind of balance to the heavily male-oriented materials in many Canadian compilations. Women's contributions to Canadian life have also been noted in other sections.

1. Did you know that in Lower Canada (what is now Quebec) women who owned property were allowed to vote from 1791 to 1843 when the right was taken away from them.

2. In Manitoba all women property owners could vote in municipal elections after 1887. After 1890 women taxpayers could vote for school boards and could become school trustees. In most other provinces only single women had these privileges. If you were a woman and wanted to vote, you didn't get married.

3. Famous for the part she played in gaining the right of women to vote was Nellie McClung. As a result of her efforts and of the women who worked with her, Manitoba was the first province, in 1917, in which women exercised that right. (The law making it legal was passed in January, 1916.)

4. A remarkable woman was **Amelia** Burritt. In 1915, when she was 93 years old she collected, by herself, 4,000 signatures for a petition asking for the right of women to vote!

5. The first woman to be appointed senator in Canada was Cairine Wilson of Quebec, in 1930. Her appointment followed the Privy Council decision that a woman was a person, and could therefore be appointed to the Senate under the terms of the British North America Act.

CANADA'S GEOGRAPHY

The geography of Canada is as varied as that of any country in the world. From tundra to Mediterranean growth, from mountains more spectacular than the Alps to the flat coastal plains around Hudson Bay, from the sweep of the rolling prairie land to the craggy coats of Newfoundland and Nova Scotia, from the fruit-growing regions of inland British Columbia and southern Ontario to the short-flowering summers of the Arctic, this huge land of ours stretches from Atlantic to Pacific, from the 49th parallel to the North Pole. Its endless variety inevitably produces extremes of climate, of scenery, of lifestyles. This section is merely a bare and random introduction to a few of our country's geographic points of interest.

1. The highest tides in the world occur in the Bay of Fundy in the province of New Brunswick. While the average rise in the water level is about 11 metres, it can go as high as 17 metres.

2. Newfoundland, Canada's most easterly province, is closer to Europe than it is to British Columbia. The distance to Europe is about 3,200 kilometres and to British Columbia about 6,400 kilometres, twice as great.

3. Canada is rich in minerals such as copper, nickel, gold and uranium. Many of these minerals are found in the ancient rock that forms the Great Laurentian Shield. The Laurentian Shield circles Hudson Bay. Parts of Manitoba, Ontario, Quebec and the North West Territories are in the Laurentian Shield, which is often called the Great Canadian Shield.

4. Moving water is a great source of energy. Canada has many rivers with large waterfalls. Many of these have been used to manufacture hydro-electric power. Some of it in Manitoba we use ourselves, and some of it we sell, mostly to the United States. Watch for the huge towers that carry high voltage power lines across the country.

5. Do you know that Canada has more fresh water in the form of lakes and rivers than any other country in the world? Water is an important natural resource. Nothing on this earth can live without it.

COLOURFUL CANADIANS

The Canadians noted in this section may not always rate mention in history books, but their lives are part of the warp and woof of Canadian life. They deserve to be brought to the attention of Canadian children, even briefly, to remind them that not only the great and famous make a contribution to their fellow human beings and to their country. The off-beat and the non-conformist should also be recognized as important to a free and open society.

1. In the year 1943 a young man from Rivers, Manitoba, then a corporal in the Royal Canada Air Force stationed in St. John's Newfoundland, received praise from near and far. Although badly burned himself he lifted eight people out of a burning dance hall in St. John's, and so saved their lives. Ninety-nine people died in the fire. Corporal Bill Lyon received the George Medal for his brave deed. His father, Dr. C.R.D. Lyon, had won the first Royal Humane Society Medal awarded in Canada, also for saving a human life.

2. Translating the meaning of a word from one language to another can be a tricky business. For example, the French traders near Brandon House had so much respect for the shrewd trading abilities of Donald MacKay that they named him "Le Malin" meaning"the crafty one". English speaking traders, however, translated the phrase incorrectly to "the Mad One", and so "Mad" MacKay entered the pages of history.

3. We sometimes forget how hard it used to be for women to receive an education as advanced as that of their brothers. For example, the first woman in the whole British Empire to receive a Bachelor of Arts degree graduated from Mount Allison University in Nova Scotia in the year 1882. Her name was Harriet Stewart, and as you might guess she was a strong feminist, an upholder of women's rights.

4. Have you ever remembered to give thanks because you can see? Roland Galarneau of Hull, Quebec, was almost blind from birth. But that did not stop him from learning, and from trying to help other people who were blind. In 1972 he developed a computer that translates print into Braille, the alphabet that makes it possible for blind people to read through their sense of touch.

5. Mrs. Janet Gibson Jeffrey came to Melita from Scotland for a visit at the age of 51, and stayed on to give twenty-five years of nursing service to the town and outlying district. She was often called out in the middle of the night and during raging blizzards to attend at the birth of a child or the sick bed of a seriously ill person; she is an example of the many women whose skill and loving care provided medical service to the early settlers on the prairies.

PLACE NAMES OF MANITOBA

The place names of Manitoba were imposed by the first waves of immigration and settlement. So Indian, French, English-Scottish, Mennonite, Icelandic and Ukrainian place names are most numerous with the English-Scottish group predominating. The coming of the railways and the Geographic Survey gave names to most areas into which later populations moved. Here and there lakes and streams are still being named or re-named to honour individuals. The names selected here are intended to show the multicultural nature of Manitoba's population. There are however, many ethnic groups, either numerically small or late in arriving, that have made notable contributions to the life and growth of the province but that have not been commemorated in its place and names.

Children should be encouraged to search for the origins of names and places in their region of the province.

1. The Indian tribes of Canada have given us many beautiful place names. Manitoba is one of them. Some people say it came from the Ojibway words manito-bau, meaning spirit strait: some say it came from the Cree words manito-wapow, also meaning spirit strait. Others think it came from the Assiniboine Indian words mini and tobow meaning lake of the prairies. La Vérendrye called Lake Manitoba Lac des Prairies, probably a translation from the Assiniboine language.

2. Churchill was originally a Hudson's Bay Company fort and trading post. It was named for John Churchill, first Duke of Marlborough, in 1685. The Churchill River used to be called the Missinipi, the Indian name for Big River, and later the English River because it was used by the English-speaking rather than the French-speaking fur traders.

3. The village of Komarno has a descriptive name that most Manitobans will appreciate. It is a Ukrainian name meaning "full of mosquitoes" and was suggested by one of the early settlers, Joseph Leschuk.

4. Erinview was an Irish colony. Perhaps the site reminded the settlers of their beautiful homeland - Erin or Ireland. Eriksdale was name for Jonas Erikson, a Swedish settler, and Erickson for E. Erickson the local postmaster who **owned** the land.

5. The Biblical name Shilo was given to a town in honour of a Jewish peddler in 1905. He was much respected and well-known in the district. His first name, Leon, was given to the neighbouring CNR station.

METIS

The word Métis, or Métif as it was in old French, actually comes from the Spanish word Mestizo. Mestizo was used by the Spanish in the American Southwest to refer to people who were descended from both Indian and European ancestors. Nowadays the word Métis is used for the people who are descended from those families of mixed blood who formed part of a distinct ethnic group during the fur trading and early colonial times in the West. They are neither European nor Indian. Sometimes there is a distinction made between English-speaking Métis, descended mostly from English or Scottish ancestors on the European side of their heritage and French-speaking Métis, whose European ancestors were French.

1. In the early history of the west, the Métis were of great value as interpreters between the Europeans and the Indians. They were also used in both east and west as guides for the explorers and fur companies, although they did not always receive the recognition they deserved. For example, Jean-Baptiste le Camarade de Mandeville went with Sir John Franklin on his expedition in 1812 as an interpreter.

2. In the days of the fur trade there was much intermarriage of European men with Indian women. A branch of the Goulet family is descended from Alexis Goulet, one of the first Métis who were called to speak for the Métis of Assiniboia. The Goulets have made an ongoing contribution to Canadian life in education, government and the arts.

3. One of the most famous Métis is Louis Riel whose statue stands on the grounds of the Legislative Building in Winnipeg. He stood up for the rights of the Indian and Métis people in 1870, was elected to the federal Parliament, but in the end, after he led a second uprising against the government in 1885, he was hanged for treason, unjustly, many people believe.

4. Many Manitobans of Métis background have held important positions in Canadian life. Hector Allard, for example, was a member of the International Refugee Organization after World War II, and later served as Canadian ambassador first to Belgium and then to Denmark. Other members of the Allard family have also been prominent citizens of their province and of Canada.

5. A member of a well-known Métis family, a Franco-Manitoban, was Minister of Veterans Affairs during the early 1970's. His name is Roger Teillet, and he represented St. Boniface as a member of Parliament.

PIONEER LIFE

The frontier of Canada was part of Canadian life for 300 years. Each successive wave of immigrants, each a new part of the land for settlement, brought similar problems to the pioneers, whether they came in 1650 or 1910. The snapshorts of life contained in this section were taken mainly of and from the experiences of newcomers to the Canadian west, but they are not dissimilar from experiences of newcomers to the Maritimes, or the provinces of Quebec and Ontario.

1. In pioneer days there were more men than women, especially young men who were bachelors. There are many stories of how young couples found each other and got married. Some young men advertised in eastern newspapers. Others went to Winnipeg or back home to Ontario looking for a bride. When the schools opened, the young women teachers were in great demand. Some of them came in September and were married by Christmas. These brides played an important part in opening up the west.

2. Keeping warm in the bitter Manitoba winter before electricity or coal or oil or gas was even thought of for heating and cooking meant that a great deal of wood had to be cut. Most woodcutting was done in the winter for two good reasons. It was easier to haul out of the bush on sleighs than on stoneboats, and during the rest of the year everyone was busy working on the land. Even a small house needed two wood stoves to make it livable.

3. Do you know what a sad iron is? It was used for ironing clothes before kerosene and electric irons were invented. The iron was a flat piece of metal, sometimes pointed at the end like our irons, with a handle attached. Usually there were three irons in a house, with two heating on the stove while the third was being used and losing its heat. The ironer lifted each iron off the stove in turn, using a thick pad to keep her hands from being burned. Doing the laundry is much easier these days, isn't it?

4. Right up into the 1900's many farmers used oxen instead of horses. Aileen Garland in her history of the Killarney district wrote: "Oxen were sturdy and powerful, but they were slow and exasperating. When the weather was warm and flies troublesome, the oxen often decided to make for the nearest slough. Then neither man nor dog could get then out until they were ready to leave....the oxen were the poor man's friend." They could live and work on grass instead of oats like horses and could drink the hard prairie water.

5. Here is an item from an old book that was read in many Canadian homes about a hundred years ago. It told ladies and gentlemen how to dress and behave. "Men's hair should be thoroughly brushed and well-kept, and beards properly trimmed. Men should not let their hair grow long and shaggy. No one should appear as though he had slept in a stable. A young man's vest should always be kept buttoned in the presence of ladies."

PIONEER TRANSPORTATION AND COMMUNICATION

Travel is so easy today, and communication so rapid, that the hardships of a relatively short time ago are easily forgotten: the oxcart train that took two long, slogging months to reach Edmonton from Winnipeg, the ride to church in a Red River cart or even on a stone boat, the transformation that the telephone, the telegraph and the radio brought to communication. This section documents, often in the words of the people who used oxen and waited three months or more for news from eastern Canada, some of the experiences and feelings of the people who lived and worked in Manitoba in an earlier time.

1. Until the telegraph line connecting Winnipeg and Pembina was set up in 1871, it took weeks or even months for a message to travel from Winnipeg to Ottawa. After the telegraph came to Winnipeg, a message could be sent in a matter of hours or even minutes. The Lieutenant Governor of Manitoba sent the first message to Ottawa. It read: "The first telegraphic message is an expression of thankfulness to Almighty God for the close (ending) of our isolation from the rest of the world."

2. When Winnipeg was finally connected to eastern Canada by rail, about 100 years ago, hundreds of thousands of immigrants had their first introduction to the west in the old Immigration Hall, near the CPR station. It had been a repair shop for engines. It was round with three layers of bunks lining the walls, yet many people had to sleep on the floor. People slept, cooked and ate there to the sound of dozens of different languages.

3. Today when a great event happens half way around the world we see it as it happens by way of television. But back in 1901 when there was a huge funeral for Queen Victoria which all the kings of Europe and most of the leaders of the nations of the world attended, it took five months before moving pictures - in black and white, of course - reached Brandon and other points in Manitoba.

4. In 1911 Mr. T.E. Bennett came back from the United States to farm in the Joplin district. He brought back two white mules and the first automobile. It was a single cylinder Oldsmobile with solid tires, chain drive, like a bicycle, carbide lights, a rubber bulb for a horn, and a steering rod instead of a steering wheel. It created a sensation.

5. The three people who were on the first commercial airplane to land at The Pas took two and a half days to make the 800 kilometre trip from Winnipeg. Their three seater landed in Gladstone for repairs, in Dauphin and in Hudson Bay Junction for fuel, and finally reached The Pas on October 17, 1920. It would have been too dangerous to try to fly back to Winnipeg, so the plane was shipped back by train.

INTERESTING CANADIANS

For a young nation Canada has produced and is still producing people of note. They do not always receive the renown they deserve. It seems worthwhile to introduce some of them to young Manitobans as a matter of interest if not always of example.

1. The first person to break the sound barrier with an aircraft developed in Canada was Jan Zurakowski, an award-winning test pilot, a wartime fighter pilot, and an expert acrobatic flyer. He was a Canadian of Polish descent.

2. In the spring of 1930 Gilbert La Bine was prospecting on the shores of Great Bear Lake in the Northwest Territories. He was looking for silver which is an important metal, but he also found a tiny piece of blackish ore. It was the first major Canadian discovery of pitchblende. The pitchblende was important for two products: radium and uranium. For a long time uranium was thought to be useless, but now we know that it is a source of energy.

3. A Canadian from Winnipeg sacrificed his life to save the lives of eight other people. They were watching an experiment he was doing, using the materials of which the atomic bomb was made. When something went wrong he tore apart the lumps of radioactive material with his bare hands, although he knew that the act meant death for him. He died in agony within nine days, on May 21, 1946. His name was Louis Slotin.

4. You may never have heard of Peter Fidler, but the records he kept 200 years ago of the weather in Manitoba has been of great importance to today's scientists. Using his thermometer, barometer and weather vane, this early employee of the Hudson's Bay Company recorded the temperature, air pressure and wind direction for a period of 34 years. During the winter of 1790 he did experiments to find the freezing points of various alcoholic drinks, among other things.

5. This woman made the headlines across Canada when she was married in 1931 because she and her husband decided that she had as much right to keep her name as he did. So Gloria Queen became Gloria Queen-Hughes, and Wilfred Hughes became Wilfred Queen-Hughes. She was also the first female sports writer to work for the Free Press, and at the age of 23 the youngest woman to be elected a school trustee in Winnipeg.

THE FRENCH-CANADIANS

Canadians who live in Manitoba are aware of the part French Canadians have played in our history, both Canadian history as a whole and Manitoba history. The French explorers, the La Verendryes, were the first recorded Europeans to have reached the junction of the Red and Assiniboine Rivers from the east, and French was spoken on the banks of the Red River long before the Selkirk settlers arrived by way of York Factory. A flourishing settlement on the east bank of the river shared its amenities with the scantier English-speaking group on the west bank during the middle of the 19th century, and French settlement has left its mark on many of the place names in this province. While only 30 per cent of Canadians claim French as their mother tongue, the French fact is an intrinsic part of all Canadian life, culturally, socially and economically.

1. Of all the groups of people who make up the Canadian population, except for the Indian and Inuit people, French-Canadians have the longest history of settlement in Canada. The first European settlement in Canada that actually took hold was at Quebec in 1608, so that Quebec City is Canada's oldest permanent settlement.

2. Do you live in a town or city with a French name or French history? One of Manitoba's largest and most important towns is Dauphin. The Dauphin of France was the King's eldest son and heir to the throne, just as the Prince of Wales is heir to the British and Canadian throne. The name Dauphin was first given to a fort built by the French explorer Pierre La Vérendrye in 1741, and later to Lake Dauphin.

3. Since Confederation some of Canada's best remembered prime ministers have been French-Canadian. The first prime minister of French background was Sir Wilfred Laurier, who held office from 1896 to 1911.

4. One of the most interesting sights in St. Boniface, Manitoba's largest French-speaking city, is the cathedral. This famous church has been destroyed by fire several times. Now a modern church has been built inside the smoke-stained ruins of an older building. In the church yard are buried some of Manitoba's earliest residents, the most famous probably being Louis Riel.

5. If you lived almost anywhere during the last five hundred years or so you wouldn't have been considered educated unless you could speak, read or write French. Today it is one of the five major languages recognized for use by delegates at the United Nations, and is spoken as a first language by people as far apart as Vietnam and Canada. We Canadians are lucky to have two of the world's major languages as part of our background.

BY ROAD AND BY AIR

Children find it hard to place themselves in time and space. This segment introduces them to the rapid development of travel. It is hoped that they may get a feeling of Canada's vast expanse, as well as of the comparatively short span of history during which it has been possible to shrink the time in which the space can be covered.

1. At Bras d'Or Lake, Baddeck, Nova Scotia, the Silver Dart, Canada's first heavier-than-air machine to fly, flew a distance of about 0.4 kilometres. That was in 1909. By the time of the first World War, 1914-1918, Canadian pilots were among the most famous flyers in the world. Billy Bishop was known to German flyers as "Hell's Handmaiden." He was credited with shooting down 72 enemy aircraft.

2. Did you know that during World War II the job of ferrying fighting and other kinds of planes from Canada, where they were being made, to Britain, where they were needed for the war effort, was often done by women pilots? These women flew thousands of miles in all kinds of weather, usually without any kind of protection should they be attacked.

3. The pioneers of the West found their way on foot, by canoe, ox cart and later the railway. But the North was opened by the bush pilots, many of whom had learned to fly in the Royal Flying Corps during World War I. The bush pilots flew almost entirely without instruments, had no radio or radar or even airfields. Many of their little planes were equipped with floats for landing on lakes, and skis for winter landings and take offs. The pilots were said to fly "by the seat of their pants," often over unmapped territory.

4. Did you know that Air Canada is the eighth largest airline in the world? It flies to Europe, the United States, the West Indies, and of course across Canada, carrying passengers and cargo. Canada has several other large airlines serving its vast spaces and linking north and south as well as east and west.

5. Have you ever heard the term "All Up Mail"? It means that all first class mail in Canada is carried by air, if that's the fastest way to get it where it's going. The first mail was carried by air in 1933, but the service stopped for a few years during the Great Depression. Regular air mail service was begun in 1937, and "All Up Mail" in 1949.

THE ENGLISH IN CANADA

Although many people retain the language of their ethnic origin, the principal languages spoken by almost all people in Canada are English and French. In all the provinces except Quebec law and the courts are based on the English system, and the Parliamentary system in Canada is also based on the English Parliament. Indeed our Canadian Constitution is still an Act of the British Parliament. English immigrants to Canada have made an outstanding contribution to its development. This section draws attention to the imprint on the Canadian way of life made by people of English descent.

1. One of our closest ties with England comes from the fact that the Queen of England is also the Queen of Canada, as she is of Australia, New Zealand and several other members of the Commonwealth.

2. Have you ever been in a court of law? If you have seen someone tried by a jury you have seen a great gift given to Canada by the English: our system of laws and the right to be judged by a panel of people like ourselves.

3. Probably the greatest gift that the English people gave to Canada was our way of governing ourselves through a Parliament elected by means of a secret ballot.

4. Are you planning to go to university some day? Some of Canada's greatest universities were founded by churches. Dalhousie University in Halifax and the University of Toronto were originally colleges of the Church of England. The University of Winnipeg began as two church colleges, Wesley College and Manitoba College, and Brandon University began as a college of the Baptist Church. All were originally set up to serve the English-speaking population. Today they are public institutions open to all people.

5. The English language is spoken and written by the people of many countries all over the world. Many other countries have added words to the English vocabulary. Canadian English sounds different from the English spoken in London, which is England's capital, or in Texas, or in Australia or Jamaica. But in spite of the differences people from all these places understand one another because they all speak English.

THE SCOTS

No one who lives in Manitoba can doubt the strong influence the Scots had on the formation of Canada as a whole, and of Manitoba especially. Scottish names loom large in our population, carried by the descendents not only of the Selkirk settlers, but of the explorers and fur traders of the Hudson's Bay Company, the North West Company and of the independent traders who penetrated far into the north and west of this continent during the 18th and 19th centuries. In a steady stream since those days immigrants from Scotland have provided a solid population base, so that Robert Burns' Day and St. Andrew's Day are celebrated across the country, and the sound of the bagpipes is a familiar part of celebrations, be they Ukrainian or German or Scottish, be they weddings or military parades.

1. The Scots have left their impression on the Canadian language which to the ears of other speakers of English sounds more like Lowland Scotch than London English. Most Canadians, for example, use a Scottish "r" in words like farm, mother and father rather than the almost unsounded English "r", fahm, mothuh, fathuh.

2. You might expect French-Canadians to have French family names, but don't be surprised if you are introduced to a French-Canadian whose last name is Fraser, Murray or McTavish. He or she is probably descended from one of the soldiers of the Scottish regiments who defended Quebec against the Americans during the American Revolution. When the regiments were disbanded, many of the soldiers stayed in Canada and married French-Canadian women.

3. Lord Selkirk, a Scots nobleman, had faith that one day there would be a great country across the northern part of the North American continent. He started four settlements of Scottish people, two of which in Ontario, and one at Red River, were successful. In the Red River valley, his name has been preserved in the town of Selkirk, and in schools, streets and parks named for him.

4. Among famous Canadians of Scottish descent are Canada's first two prime ministers, John A. Macdonald and Alexander Mackenzie. Both has been born in Scotland.

5. The long list of explorers of the Canadian west and north-west contains the names of many Scots. Among the most famous are Simon Fraser, Alexander Mackenzie and his lieutenant, Alexander Mackay. The last two were the first people of European origin to reach the northern Pacific overland.

LANDMARKS

When we go on vacation to distant lands we visit historic and other interesting sites. Too often we are not aware of what our own land has to offer. Canada is rich in historic locations, in natural and man-made wonders. This section hopes to draw fleeting attention to only a very few of these locations and buildings. Children should be encouraged to locate and visit landmarks in their own districts, and through knowledge of them reach an appreciation of the richness and variety of our country.

1. York Factory on the Hayes River is a national monument not many of us have seen. The first fort was built in 1682 by the French explorers Radisson and Groseilliers and called Fort Bourbon. In 1684 the fort was rebuilt by the Hudson's Bay Company and named York Fort, and then York Factory. In was in English or French hands several times for the next 150 years, ending up as a Hudson's Bay Company trading post until 1957. The Selkirk settlers and other immigrants as well as freight came to Red River through York Factory.

2. Have you visited the Manitoba Museum of Man and Nature? One of its most popular displays is the Nonsuch, a replica of a ship that explroed Hudson Bay in 1663. The captain of the original Nonsuch was Zachariah Gillam for whom the town of Gillam is named.

3. In the Lower Town of Quebec City, there are the first permanent houses to be built in New France. As time passed other houses were built over the foundations of the first houses. Today, however, many people are working hard to restore the original buildings. This project is called La Place Royale and is an interesting landmark for all Canadians to visit.

4. People consider Dawson City in the Yukon a historic site. It was founded by people looking for gold during the Great Gold Rush of 1898. The main street of the rapidly growing city was called Front Street, but it could just as easily have been called False Street. Many of the buildings had false two or three storey fronts, with nothing whatsoever behind them, just to make them look grander. Have you ever seen a false front on a building in a Manitoba town? There are some, you know.

5. On the Trans-Canada Highway, 13 miles west of Winnipeg, near Headingley, there is a cairn which marks the principal meridian. This imaginary line, running along the earth's surface from the North Pole to the South Pole, is the starting point for measuring distances. The land survey system of all Western Canada started from this principal meridian. Be sure to look for the historic cairn.

EXPLORATION

The word exploration as used in this section refers to the opening up and mapping of the northern half of the continent by the traders, missionaries and adventurers of European extraction. It should not be forgotten that the continent was well explored, though not mapped, by the native peoples who inhabited the land before the Europeans arrived in the 16th century. Nor should it be forgotten that the later explorers and mappers had as guides and advisors men and often women who were either Indian or later of mixed blood. The motives for exploration were not always monetary. Religion and the search for knowledge as well as sheer adventure drove the early explorers deep into the heartland of North America.

1. Samuel de Champlain is known as the Father of Canada. A great and scholarly explorer, he was also much liked by the Indian people with whom he had to deal. When he came back from a visit to France in 1633, one of the Indian chiefs said that when he was away "the earth was no longer the earth, the river no longer the river, the sky no longer the sky," but with him back, all was well again.

2. When you visit Portage la Prairie be sure to stop at the fort-museum called Fort la Reine, the Queen's fort. It will remind you of the explorer La Vérendrye. He was the first European person on record as having gone up stream on the Assiniboine River from the point where it joins the Red River. He built the original Fort la Reine in 1738 and named it in honour of the Queen of France. La Reine means The Queen.

3. A sight worth seeing in the Whiteshell are the boulder mosaics. These are rocks, some of them weighing hundreds of kilograms, laid out in the form of patterns, snakes or other animals. The famous explorer, Alexander Mackenzie, was the first person to write about them. He saw some on the banks of the Winnipeg River when he was on his way west from Montreal nearly 200 years ago.

4. We all know that we have to study if we want to be good students, but did you know that explorers had to study too? Lights burned late at Lower Fort Garry in 1837 as Thompson Simpson studied maps and the writings of earlier explorers to prepare for his own trip to the north of Canada. First he travelled 2,100 kilometres to Fort Chipewyan, then spent three years exploring the Arctic coast. He proved that there was a northwest passage by water across the northern part of Canada.

5. On a rock where the Bella Coola River enters the Pacific Ocean, Alexander Mackenzie wrote in a mixture of vermilion and grease these words: "Alex Mackenzie from Canada by land 22nd July 1793".

RED RIVER

The junction of the Red and Assiniboine Rivers was a logical place for a settlement to grow, and it is therefore not surprising that Indians and Metis had used the location as a gathering and camping place long before the Selkirk settlers arrived in 1812. From the early 19th century on, wave after wave of immigrants passed through Winnipeg, the city that grew on the Red River site.

1. In 1830 the Hudson's Bay Company fort at the junction of the Red and Assiniboine Rivers was an important trading post. Robert Campbell reached it on September 21, 1830, and wrote this about it: "The infant settlement looked like an oasis in the wilderness, a little world of its own in which peace, comfort and contentment seemed to reign."

2. Not everyone who came to the Red River in the early 1800's enjoyed the new settlement. Some stayed a short while and then moved southwards. John Dubach explained why he was leaving: "Because we cannot live here. All vegetables freeze here. In three or four years I should be more in debt that I ever should be able to repay. We may perish on the road but I had rather die than continue to live in this misery." It is a good thing that not all newcomers felt the same way.

3. The first British garrison of troops in Red River spent a cold winter in Fort Garry in 1846. That winter was so cold that sentries remained on duty for only one hour at a time instead of the usual two. Every fifteen minutes they had to call out the time to let their officers know that they were safe. A frozen sentry would not have been much use.

4. The uniform of the British soldiers stationed at Red River in 1846 was red in colour. So good was the soldiers' reputation for fairness and behavior, that the North West Mounted Police decided also to have red uniforms when they were established in 1873. The Police wanted to impress people who remembered the good conduct of the troops.

5. Growing grain crops is a difficult business. Hail, disease, grasshoppers, floods can destroy a lot of hard work by farmers. In 1825 there was another danger to the crops of Red River - hungry mice! Alexander Ross wrote: "The mice, like the grasshoppers, devoured everything; the grain, after being stacked, was almost totally destroyed by them. . . . . .The fields, the woods, and the plains, seemed....live with the troublesome visitors."

MEN IN SHEEPSKIN COATS

The almost unbelievable hardships of the settlers who came from Eastern Europe to open the Canadian prairie to agriculture are now well documented. Clifford Sifton's "Men In Sheepskin Coats" came in their thousands in answer to the promise of land they could own and work. The children and grandchildren of the once feared "foreigners" now, as Canadians, participate in every aspect of Canadian life. Their contribution to the Canadian mosaic is an essential element of the Canadian society, economy, and culture.

1. Most Canadians of Ukrainian background celebrate Christmas thirteen days after December 25 because they follow the old Julian calendar. The celebrations last for two weeks. On Christmas Eve the family has a dinner consisting of twelve meatless dishes, standing for the twelve apostles. A member of the family watches for the first star in the sky, and calls out, "Christ is born!" when it appears.

2. Every group of immigrants that came to Canada brought with it gifts from the Old Country These gifts have enriched Canadian life. For example, Ukrainian choirs have taught their folk songs to Canadians of different ethnic origin, and the famous Ukrainian dances have become part of Canadian as well as Ukrainian culture. Many of the songs and dances celebrate the changing of the seasons, the planting and the reaping of grain.

3. City people, and even farmers from England and Scotland, had no experience with the climate and the dry farming of the Canadian prairies, and many of them left the homesteads they had claimed because they could not make a living on them in spite of hard work. Farmers from the steppes of Eastern Europe, mostly Ukrainians, but later the Hutterites and others, settled on these "failed" farms. They were more familiar with the land and the type of climate, and they succeeded where others had failed.

4. Not all Ukrainian immigrants were "men in sheepskin coats." Among the first arrivals in Canada there were teachers and other professional people. After World War II many highly educated people came to Canada from Ukraine: scholars, professors, scientists, artists and musicians. They have brought honour to Manitoba.

5. Canadians of Ukrainian descent are proud of their contribution to the various governments of Canada. The following Canadians of Ukrainian background were the first of their ethnic group: The Honourable Michael Starr, federal cabinet minister; Mary Fodchuk Batten, of Saskatchewan, the first woman to sit in a provincial legislative assembly: Stephen Juba as mayor of Winnipeg.

HOCKEY NIGHT IN CANADA

Hockey has become Canada's national sport. It is played on all levels from the backyard rink to the great hockey arenas of the world. Over the past century Canada has produced some outstanding players both amateur and professional who consistently attract the largest television audiences as well as faithful fans who go to see them "live".

1. The "Stratford Streak", Howie Morenz, died in 1937, but his name lives on. In 1951 Canadian Press reporters named him the best hockey player of the half century, 1900-1950.

2. During 1969-70, Bobby Orr was voted the National Hockey League's most valuable player. He was an outstanding defence man, and the top scorer in the League to that date. Of his 120 points, his 33 goals were the most ever scored by a defence man.

3. The Richard brothers will go down in hockey history. Maurice Richard was affectionately called "The Rocket" and his younger brother Henri was called "The Pocket Rocket".

4. Nicknames are popular with hockey players. Eddie Shore came from Qu'Appelle, Saskatchewan. He played for 12 years for the Boston Bruins, and is remembered as one of the great National Hockey League defencemen. Sports writers gave him the nickname "Prairie Schooner."

5. A Manitoban, born in Winnipeg, made a name for himself in hockey. He played more games and more seasons, and had more shutouts than any other goalkeeper during his 20 seasons in the National Hockey League. His name was Terry Sawchuk.

ODD AND INTERESTING

The items that follow are intended to stimulate interest, and no more. Intentionally there is no special sequence of time or place. The emphasis is on variety, peculiarity and interest.

1. Have you ever heard of a Stork Derby? In 1928 an Ontario man named Charles Miller died and in his will left half a million dollars to the Canadian woman who had the most children during the next ten years. The competition to have children was called the Stork Derby by the newspapers. In 1938 the money was divided among three woman, each of whom had had nine children in the ten year period.

2. Many years after the days of the buffalo hunts, buffalo bone pickers went around the countryside hunting for buffalo bones. They often set fire to the prairie grass - and probably caused many prairie fires - because the bones were more easily seen when the grass was burned off. In 1893 a carload of buffalo bones was worth $10.00 to the buffalo bone pickers.

3. In 1886 what was to become the town of Melita wanted a school for its children, and received permission from the Department of Education to build one. When it was finished, it was discovered that there were only eight children and ten were needed. So two children were "borrowed" from Mrs. Atkinson who was visiting her brother, and the school was officially opened.

4. While hunting mountain sheep in the Rocky Mountains one day in 1913, Mr. H. Calvey of Kelowna, British Columbia, had an unusual experience. He found himself on the top of an avalanche of snow. He rode the falling snow down to the bottom, a trip of about 3,900 metres. Miraculously, he survived without injury.

5. Grass Lake is part of a provincial park near Cranberry Portage in northern Manitoba. It was at the west end of this lake that **the** explorer David Thompson experienced a mirage in February, 1735. He wrote that he saw a steep island of rock, a height of land where tall pines grew and a bold point of rock on the far shore. These trees and rocks appeared to rise and then to sink until they were only dots on the ice. They they rose again. When Thompson asked his Indian guides for an explanation they answered that it was the work of a "Manito" or a spirit.

CANADIANS OF GERMAN DESCENT

Of every hundred people in Canada there are six or seven who claim German descent. German-Canadians form the fourth largest group in Canada. Only Enlgish, French and Scottish Canadians outnumber them. There are close to a million and a quarter Canadians with varying kinds of German background. Some belonged and still belong to distinguishable groups within the larger population, and many have retained distinctive dialects and lifestyles even as they adapted to Canadian ways and identified themselves with the two principal language groups within the country.

1. An interesting fact - - the first German settlement in Canada is almost as old as the first British settlement. In 1750, just a year after Halifax was founded, a group of 312 German settlers arrived in Nova Scotia. They were followed by 1,500 more who moved down the coast to found the settlement of Lunenburg.

2. Would it surprise you to hear that the city of Berlin was re-named Kitchener in 1916? Many loyal and patriotic Canadians of German ancestry, or with German sounding names, had a rough time of it during the first World War because of the strong anti-German feeling. As a result many people changed their names, and the people who lived in and around Berlin, Ontario, re-named the city for the famous British general, Lord Kitchener.

3. Many of the people who came from Germany during the years just before World War II were refugees whose lives were in danger during the rule of Hitler and the Nazis, or who felt so strongly that what was happening in Germany was so terrible that they could not bear to live there. These people were often highly trained people, and made an important contribution to Canada.

4. Canadians are lucky people because they can share in the celebration of so many Thanksgiving holidays. Canadians of German ancestry celebrate the Oktoberfest and invite Canadians of other ethnic backgrounds to join them in their enjoyment of German songs, dances, and fine foods, during this harvest festival.

5. When the Mennonite people came to Canada it was understood that they were pacifists and would not have to fight. During the first World War many Mennonite people served Canada in other ways than as soldiers. But during World War II many Mennonite young people did join the armed services, because they believed they were fighting for the freedom their grandparents or parents had come to Canada to find.

CANADA - A SPORTS-MINDED COUNTRY

From earliest times Canadians have enjoyed sports both as participants and as spectators. Although we may not collect as many gold medals in competition as some other countries, our interest in and support of almost every kind of sport indicates our commitment to sports as a significant aspect of our lives.

1. In 1964, a Canadian horse named Northern Dancer won the famous Kentucky Derby race in two minutes flat. No other winner in the previous 84 annual Derbies had run as fast as that. Northern Dancer was the first Canadian horse to win the Derby.

2. Who played in more Grey Cup games than any other football player? Roger Savoie of the Blue Bombers who played on eight Grey Cup teams. What's more, four of those teams brought home the silver trophy to Winnipeg. Mr. Savoie was born and brought up in St. Boniface.

3. The Grey Cup, for which a western professional football team every years plays an eastern team, was donated in 1909 by Earl Grey who was then Governor-General of Canada. It has been a national challenge cup ever since then, first at the university and then at the professional level. Grey Cup Day in Canada is close to being a national celebration.

4. In international competition, Canadians are doing vey well at the sport of squash. For example, in 1979 Heather McKay of the Toronto Squash Club defeated all opponents to win the Women's World Open, and the winner of the North American World Pro 70 Plus Championship was Sharif Khan, also from Toronto.

5. In 1980 a young Canadian called Steve Collins broke the then world ski jump record. He was an Ojibway Indian from Sudbury, Ontario, and was only 15 years old at the time.

MANITOBA TOWNS AND CITIES

Every town in Manitoba has its own interesting stories. The sampling of items in this section has been culled from documents and books collected and prepared for the various centennials of this province. Similar events are recorded - and often unrecorded - for every area of Manitoba.

1. Strange as it may seem, the town of Emerson, Manitoba, was founded by two Americans from Minnesota, and named for the American writer, Ralph Waldo Emerson, while the town of Pembina, eight kilometres south of Emerson in North Dakota was founded by Canadians. Many early settlers of the Canadian West arrived by way of Pembina.

2. In the five years from 1870-1875, Winnipeg was the fastest growing city in the West. Its population grew from only 100 in 1870 to 5,000 in 1875. Today, our capital city has over 500,000 people.

3. The town of Rivers, Manitoba, became a very busy place during World War II. It was No. 1 Central Navigation School for the Commonwealth Air Training Plan, and the only one of its kind. Air crews not only from the Commonwealth countries but from many of the other Allied countries were trained at Rivers. So were the first women of the Women's Division of the Royal Canadian Air Force.

4. Many Manitoba towns changed their names and locations when the railway was built. The town of Boissevain is an example. It was originally called Cherry Creek, and was renamed for the Dutch businessman who sold C.P.R. shares in Europe and so helped raise the money to build the Canadian Pacific Railway.

5. The Pas is sometimes called Le Pas, and many people think that it is a French name. Would it surprise you to hear that it comes from and Indian word, probably the Cree word Opasquaow, or W'passkwayaw, meaning "narrows between wooded banks"? It had been called Basquia and Pasquia and various other names until it finally settled down to being The Pas. The river is still called the Pasquia.

SMALL IN NUMBER BUT IMPORTANT TO THE MOSAIC

Relative to the total population of Canada the Netherlanders, the Chinese and the Jews are few in number. Their contribution to Canadian life has, however, been notable in quality and kind, as has been the contribution of the many minority groups which make up the Canadian mosaic. The 1971 census lists people of Dutch origin as constituting two per cent of Canada's population, the Chinese 0.2 per cent, and the Jews 1.4 per cent.

1. People from the Netherlands are to be found in all parts of the country and working at all kinds of trades, professions and in the arts. One of Canada's first noted painters, Cornelius Krieghoff, came from the Netherlands where he was born in 1815. He painted life in early Canada, Indians as well as Quebeckers at work and play. His paintings are important for the history they reveal, as well as for their artistic quality.

2. Families are very important in the Chinese way of life. All Chinese people who have the same last name consider themselves to be members of the same family. All people whose name is Wong, for example, are considered to have had the same ancestor.

3. Nowadays Canadians of Chinese descent are to be found in every trade and profession. Some are descended from the first Chinese who came to look for gold in the Fraser valley in 1857 or to work on the railway. Canadians of Chinese descent have had an influence on Canadian food, art, medical research, and fashions among other things. Their children learn to speak and read Chinese in their own schools, and have been successful students in public schools, colleges and universities. They have become a valuable part of the total Canadian culture.

4. **Following** World War II some survivors of the Nazi massacre of European Jews found their way to Canada. These recent immigrants, many of whom arrived as "displaced persons", have already left their imprint on Canadian life, wherever they settled. Many had been artists, scientists and skilled trades people in their former countries.

5. One of the important contributions Jewish Canadians have made to Canadian life is their love of learning, and their respect for education. Jews think of themselves as People of the Book. It is not surprising that many of Canada's leading writers are Jews, among them Adele Wiseman and Mordecai Richler, novelists, Abraham Klein, Louis Dudek, and Leonard Cohen, poets. There are many others.

CANADIAN WOMEN IN SPORTS

Only relatively recently have women been accepted as participants in sports. Actually it was not until the movement for women's rights, politically and economically, gained momentum that women were considered "suitable" for sports activities. In recent years women athletes have excelled especially in track and field, in swimming, skiing and in ice skating. Gymnastics has become popular for women as for men. Women, however, still labour under disadvantages in athletics. Canada's women have brought honour to this country in the Olympics, which they entered for the first time in 1928, and in national and international sports meets.

1. An athlete's life is not an easy one. It requires both time and effort over many years. For example, Abby Hoffman was a member of the Canadian Olympic Track and Field Team four times. She was also a Commonwealth and Pan-American champion runner. Think of the hours and weeks and months of practice she must have put into her training over a period of more than 20 years!

2. The outstanding woman athlete of the first half of the twentieth century was Fanny - called Bobby by her friends - Rosenfeld. She was also elected to the Sports Hall of Fame. She excelled in many different sports, including hockey, softball, tennis, basketball, and track and field. When she could no longer play herself, she became a coach and sports writer.

3. Like most sports champions, Dorothy Mackenzie Walton, born in Swift Current, Saskatchewan, was an all-round sportsperson. She specialized in badminton and after carrying off championships in Canada and the United States she went to England and played for the world title, which she won. In 1940 she was named Canada's outstanding woman athlete. She is another example of a Canadian being the best in the world in her field.

4. From Vancouver came Karen Magnussen, figure skater, world champion in 1973, silver medalist at the winter Olympics the year before. She went on to star in the Ice Capades show. She was given the honour of being appointed a member of the Order of Canada.

5. Canada has a number of outstanding women athletes, in track and field, in swimming and in ice skating. Many, like Diane Jones-Konihowski, are excellent in a variety of sports. Diane is a pentathlon winner, that is, a winner in five different events including hurdles and discus throwing as well as running.

THE IRISH IN CANADA

At one time Irish immigrants to Canada outnumbered all others, and even now Canadians who claim Irish descent form a goodly proportion of the Canadian population. They are to be found in every part of Canadian life, as for example, the Eatons and the Richardsons in business, the painter LeMoine Fitzgerald in art and the singer, Lois Marshall, in music.

1. Most Canadians take it for granted that the Norsemen were the first Europeans to land on Canadian soil. But some Irishmen will tell you that St. Brendan, an Irish monk and sailor, arrived in Canada in 545 A.D., well before Leif Ericson. St. Brendan's story is told in Irish legends and songs, but there does not seem to be any other firm proof that he did reach what is now Canada.

2. Not many people know that there were Irish settlers in the St. Lawrence valley long before New France was taken over by the British. These settlers married French spouses, and often Irish names took on a French pronunciation. For example, a family named O'Sullivan came to be called Sylvain, because that's how the French priest who wrote the name thought he heard it.

3. This woman was happy to be called one of the "Ottawa Valley Irish." She was the first woman to be elected mayor of a large Canadian city, Ottawa, and held that office for many years. She won a reputation for herself as being outspoken and individualistic, a champion of women's rights. Her name was Charlotte Whitton.

4. Have you heard a Newfoundlander talking? The English spoken in Newfoundland has an Irish lilt to it because so many of the early settlers of that island province came originally from Ireland. In the middle 1700's about one-third of the population of Newfoundland was of Irish origin.

5. It would be impossible to name all the Canadians of Irish descent who have made names for themselves and for Canada. Among Canadian writers is the novelist Morley Callaghan, who was born in Toronto. He received a Governor-General's award for one of his many novels, The Loved and the Lost.

SEGMENTS OF THE CANADIAN MOSAIC

PART I

HUNGARIAN JAPANESE ITALIAN

No matter how large or small the ethnic group is numerically it has made a noteworthy and noticeable contribution to the overall mosaic of Canadian culture. Canadians whose tastes in food, music and the arts might have been restricted by the comparative isolation of their many communities have learned from one another to appreciate a variety of sensations, and have interacted with one another to produce a society unlike that of any of its progenitors and yet pleasantly marked by them all.

1. Can you imagine a whole section of one of our universities - students, professors, their wives and families - leaving their country and going half way around the world to a country where they could not even speak the language? That's exactly what the Forestry Faculty of Sopron University in Hungary did after the Hungarian Revolution of 1956. They came to British Columbia in Canada, over 300 of them, bringing their knowledge and skill with them.

2. Considering their small numbers, Canadians of Hungarian background have made a remarkable contribution to the Canadian arts: John Hirsch to the theatre, Stephen Vizinczey to literature, Laszlo Gati and Istvan Anhalt to music, Eva von Gencsy to ballet, Dora de Pedery-Hunt to design, Victor Tolgesy to sculpture, to mention only a few.

3. Most Canadians of Japanese descent used to live in British Columbia. During Word War II, when Canada was at war with Japan, these people were moved out of British Columbia, losing their homes and their businesses. Although it was unjust and cruel, this sad event had a happy ending for the rest of Canada. As a result people of Japanese origin are living in all parts of Canada, and making a rich contribution to all of our country.

4. Artists of Japanese background often show in their paintings, sculpture and architecture the influence of their Japanese cultural heritage, though they may never have visited Japan. Paintings by such artists as Takao Tanabe and Kazuo Nakamura among others hang in the National Art Gallery in our capital city, Ottawa, and in private collections and galleries all over Canada.

5. The Italians who came to Canada in the late 1800's were seasonal workers on the railways and in the bush. But some decided to stay here, and more came as settlers after World War I. But it was the end of World War II that brought many thousands of people from Italy to find a better life in Canada, this time to the towns and cities. Wherever they settled they brought liveliness and colour to their new homes.

SEGMENTS OF THE CANADIAN MOSAIC

PART II

ITALIAN ICELANDIC WEST INDIAN

1. Italy is a land of great wines. Some Italians who came to Canada brought their wine-making knowledge and experience with them and have helped to develop some excellent Canadian wines in both British Columbia and Ontario where the climate for growing grapes is like that of their original homeland.

2. The great Arctic explorer, Vilhjalmur Stefansson, was born in Gimli in 1879. Though his family moved to the United States, he became famous for his scientific discoveries in the Canadian Arctic. He studied the life of the Canadian Inuit north of the Arctic circle, and wrote many interesting books about his travels and life in the Far North.

3. Though they have had a considerable influence on Canadian life, people of Icelandic descent are actually few in number. Only one Canadian in a thousand can claim that his or her ancestors came from Iceland.

4. Cricket is usually thought of as an English game, but some of the best cricket players in the world are West Indians. Canadians of West Indian background brought their love of cricket with them to Canada, and some fine cricket games take place in Winnipeg on the cricket pitch in Assiniboine Park.

5. Do you enjoy jazz music? If you do, you have probably heard of Oscar Peterson, one of the world's outstanding jazz piano players. He was born in Montreal, of West Indian ancestry, in 1925, and has brought recognition to his native city and to Canada through his playing.

THE ARTS IN CANADA

Although Canada is a relatively young country, not far removed from the frontier mentally, it has developed a lively community of the arts. From the earliest days dancing, architecture, sculpture and painting have been an intrinsic part of Canadian life. During the 19th century and into the 20th century the folk arts have grown and flourished as immigrants have brought with them the ideas and ideals of their native cultures. The Canada Council has given support and encouragement to all the arts and the humanities. Regional art has sprung up in every part of the country, and regional theatres are well established. As Canada has reached political maturity, she has also given birth to her own individually identifiable writers and artists in every field - music, dance, drama, sculpture, painting, pottery, indeed in every conceivable art form. Art is one of the oldest and best reflections of a nation's culture. Canada is revealed to herself and her citizens through her artists.

1. One of the early groups of Canadian painters called itself the Group of Seven, because originally there were seven of them. Later more painters joined the group. One of them was Lionel LeMoine Fitzgerald who lived and painted all his life in Manitoba. You can see some of his paintings in the Winnipeg Art Gallery, and in the National Art Gallery in Ottawa.

2. Did you know that the famous Canadian painter, Emily Carr, was also a great lover of animals? She bred bob-tail sheep dogs, and she always had pets: a dog, a parrot, a monkey, a white rat. Her books as well as her paintings were enough to make her famous.

3. Do you think you will be able to write and record a smash hit when you are 15 years old? Paul Anka did. Born in Ottawa, this Canadian of Syrian background made a name for himself as a teen age idol. He is still composing and singing, and continues to be a popular artist in his field.

4. People sometimes think of art as being only painting and sculpture, but dancing is also an art. In 1953 Queen Elizabeth gave the Winnipeg ballet company a great honour. It became the first "royal" company in the British Commonwealth. The title was a result of hard work. Today we can all be proud of our own Manitoba ballet company, famous around the world as the Royal Winnipeg Ballet.

5. In 1948, James Houston visited the eastern shore of Hudson Bay, and by chance exchanged one of his sketches with an Inuit man for a small stone figure of a bear. The next year he collected over 300 Eskimo sculptures and returned home to sell them. To his surprise all the carvings were sold in only three days! By 1952 Houston reported that "over 20,000 pieces have been brought out and sold to the Canadian public." Eskimo soapstone carvings now are shown in museums all over the world.

THE RIVERS OF CANADA

Rivers have played an important role in human history all over the world. Because of Canada's geography its rivers have been particularly important. For nearly 400 years they formed Canada's natural roadways. Explorers, priests, traders, and finally settlers used them for transportation, for communication, for irrigation and for life-sustaining water. Not until the coming of the transcontinental railway was it possible to have settlements of any size, or industry on any large scale away from the rivers. The names of Canadian rivers reflect the early history of the country: Indian, French, English - The Ottawa, the Qu'Appelle, the Hayes. Sometimes the name of a home country stream has been bestowed on a Canadian river, so that Canada boasts of a Thames and an Avon. Often the Indian name is descriptive of the river: Nova Scotia's Musquodoboit (pronounced Muskda'bit) in Micmac means "after a narrow entrance suddenly widening out at the mouth". Often a river bears the name of its first known explorer: the Mackenzie and the Fraser. Whatever their names and wherever they flow the rivers of Canada have tales to tell.

1. If you live in south-east Manitoba you know how the Red River can flood in the springtime. The last time the city of Winnipeg suffered from heavy flooding of its two rivers, the Red and the Assiniboine, was in 1950. After that the Red River Floodway was dug and the flood waters can now be rerouted around the city. History tells us that the Red River can be expected to flood badly every 36 years or so. The first recorded flood, although certainly not the first one to take place, was in 1776.

2. The floodway that protects the city of Winnipeg from the flooding of the Red River was finished in 1968. It is 42 kilometres long, from 27 to 54 metres deep. It took ten million man-hours of work to construct it, most of the work of course, done by huge earth-moving machines.

3. Many stories are told of the gold rush to the Klondike in 1898. Not as well-known was an earlier rush to find gold on the Fraser River in what is now British Columbia. It took place about forty years earlier, and brought suffering and hardship instead of wealth to most of those who went looking for gold. But many of the gold hunters ended up staying at the mouth of the Fraser, and helped to build what is the great city of Vancouver.

4. Three hundred years ago in 1688, a French nobleman, came to live on an estate granted to him by the King of France. About the Miramichi (Meer'-a-michi') River he wrote: "So large a quantity of salmon enters this river that at night one is unable to sleep so great is the noise they make in falling upon the water after having thrown. . . themselves into the air." Nova Scotia salmon is not as plentiful now but is still a fine fish.

5. A short river called the Great Bear River drains the waters of Great Bear Lake into the Mackenzie River. The water of Great Bear River is so cold even in the summer that it feels like melting ice. Great Bear Lake in which it has its beginnings is the fourth largest lake in the northern hemisphere. Only Lakes Superior, Huron and Michigan are larger.

ANIMALS IN CANADA

There has been no attempt to make this section all-inclusive. The items have been selected on the basis of the probable appeal to children, and their Canadian context.

1. What, if anything, do you know about "buffalo stones"? The buffalo stones are huge stones scattered over the prairie. The bison used to rub themselves against these great stones to scrape off the heavy winter fur from their forequarters. Even now, if you look carefully, you can **spot** these stones because their corners have been worn smooth from the rubbing, and the edges are dark with the oil from fur and hide of the thousands of animals who cleaned themselves against the stones.

2. The cold weather of Canada's Arctic regions forces animals to have special adaptations in order to survive. For example, the polar bears have special fur which keeps them floating in the water; seals have layers of fat to keep in their body heat; Arctic hares turn white in the winter to help them hide from their enemies.

3. Buffaloes were not the only animals in great number on the Manitoba prairies in the 1800's. In his journal Alexander Henry records that his men killed six bears on September 15th. They melted down the bear fat so that it could be used for food later on. On September 20th, a group of Indians reported that they killed forty bears. Among the bundles of fur collected for the North West Company that season were 177 black bear skins, 43 brown bear skins and 6 grizzlies.

4. Have you ever seen a coyote (pronounced kȳ-ō'-tee or ky'-ōt), the prairie wolf? The Cree Indians call him Mishagunis. He is becoming an endangered species as farmers destroy his main source of food; mice, gophers and prairie dogs. Here is what a prairie writer said about this useful predator: "In daylight a silently fleeting shadow on the grass, at night a mournful voice, Mishagunis is the very spirit of the plains."

5. Did you know that the common house sparrow is an immigrant to Manitoba? An item in the Melita newspaper, dated April 13, 1896, says that the "destructive little sparrow has started his invasion of Manitoba." This hardy little bird seems to thrive on the prairie winter, and is a cheerful sight when other birds leave us during the cold weather.

CANADA'S PRIME MINISTERS

Most of the sixteen men who have been prime ministers of Canada (as of 1980) are not remembered by most Canadians. The items in this section focus not on their parliamentary achievements, but on the human side of their lives in the hope that children will think of prime ministers as more than names in history books.

1. In Canada a Parliament may stay in office for five years unless it is defeated in the House of Commons. Several prime ministers have held office for very short terms. The shortest so far has been that of Sir Charles Tupper, who was prime minister for only nine weeks in 1896.

2. About forty years before he became prime minister of Canada, Sir John Abbott signed a paper which he regretted for a long time afterwards. The paper said that Canada should be joined to the United States. If that had happened, he would never have become our third prime minister.

3. Of Canada's first eight prime ministers, all but one were knighted. Being knighted is a special honour given to a person by the King or Queen. A man is then called "Sir" and a woman is called "Dame". The prime minister who was not knighted refused the honour three different times. He was Canada's second prime minister, Alexander Mackenzie (1873-1878).

4. During the drought and Great Depression of the 1930's, when R.B. Bennett was Prime Minister of Canada, many farmers of the Prairie Provinces could not afford to buy new cars, or to buy parts and gasoline for their old ones. So they removed the engines from the old cars, and hitched horses to the vehicles. These horse drawn, often cut-down, cars were called "Bennett Buggies".

5. One of Canada's prime ministers was a very good defense lawyer before becoming our leader. John Diefenbaker successfully defended eighteen men charged with murder who might have been hanged if found guilty.

THE CANADIAN CLIMATE

Nothing loomed so large in the letters and diaries of early European visitors to and settlers in Canada as the climate. They were particularly impressed by the winter, and the ability of animals and human beings to survive its rigors. Even today our southern neighbours tend to blame us for every winter storm and look with admiration as well as horror at our adaptation to our magnificently changing seasons.

1. What is the Canadian record for snowfall in one day? Up to 1972 it was 100 centimetres which fell February 18, 1972 on Kitimat, British Columbia.

2. The province of British Columbia has the honour of setting records for heavy rainfall. In 1931 782.5 centimetres of rain fell on Henderson Lake, British Columbia, to set the record for Canada's highest annual rainfall; and on October 6, 1967, the town of Ucluelet received 48 centimetres of rain in the one day.

3. How many cities in the world are colder than Regina, Canada's coldest city? There are 36. Regina is the 37th coldest city in the world.

4. Summer in Canada's Arctic areas is very different from summer in the southern regions. The season lasts a short two months and there is daylight nearly twenty-four hours everyday. It is amazing to see flowers grow and do so well in such conditions. There are in fact about 500 species of plants that flower over this short summer season.

5. In July, 1771, the explorer Samual Hearne and his group of Indian guides experienced an unusual summer snowfall. On the evening of July 6th a strong wind from the northwest brought "so great a fall of snow that the oldest Indian in the company said he never saw it exceeded at any time of the year. . . . the flakes of snow were so large to pass all credibility and fell in such vast quantities that tho the shower lasted only nine hours, we were in danger of being smothered in our caves."

HAZARDS AND DISASTERS

Even with modern methods of controlling the hazards of disease and nature's disasters we have not been successful in eliminating all of them. How much worse it was in the early days when there was no firefighting equipment, sanitary conditions were deplorable by modern standards, and disease control was minimal. Had help been available it would still have been hard to get because of the difficulty of communication. This section brings to the attention of children some of the major hazards faced by the early settlers.

1. Prairie fires terrified the early settlers. In 1830 a writer described what happened: "By the first week in October, all the grass is dry and for hundreds of kilometres a continuous hay meadow extends without a break. Scarcely any rain falls and in the middle of the day it is very warm and often the wind is strong. A party of travellers stop for a dinner and, without due precaution light a fire, or someone throws down a lighted match. In an instant the grass is ablaze. (The fire) can run over 160 kilometres without stopping."

2. Many people living in Manitoba today remember the great grasshopper invasion of the 1930's. They were crushed under people's feet on roads and sidewalks and their dead bodies were piled in banks 30 centimetres or more high on the shore of Lake Winnipeg and Lake Manitoba in the later summer. As early as 1800 Alexander Henry, the fur trader, wrote about seeing the dead bodies of grasshoppers piled 23 centimetres high along the Grand Marais of Lake Winnipeg.

3. There was an unusual problem at Alexander Henry's fur trade fort at Pembina in 1801. "We are plagued by great numbers of mice which destroy almost everything but metals; our blankets are nearly all damaged, and they even carry off our beads. At night we see them running in droves over the floors; they are not shy in the least. They often wake us be scampering over our faces." Fortunately for Henry a cat was brought six months later, and the mice problem disappeared.

4. All of you have had shots to protect you against diphtheria and scarlet fever and other diseases. But in the early days in Canada many children died of diseases that have almost disappeared today. It was quite common for six children of a family of eight to die within a few weeks of each other of diphtheria. Even if doctors had been able to help there were very few and by the time they could be reached it was usually to late to save the sick children.

5. On December 5, 1917, during World War I, a freighter collided with a French ship carrying explosives in Halifax harbour. The munitions ship exploded and almost totally destroyed the city of Halifax. About 2,000 people were killed. A novel called Barometer Rising by Hugh MacLennan gives a striking picture of the horrors of the Halifax explosion.

- A CALENDAR OF INTERESTING CANADIAN DATES -

JANUARY

1, 1743 - The La Verendryes caught their first sight of the Rocky Mountains.

7, 1827 - This is the birth date of Sir Sandford Fleming, chief engineer for the construction of the Canadian Pacific Railway, and the inventor of time zones.

11, 1815 - This is the birth date of John A. Macdonald, the first prime minister of Canada.

12, 1819 - St. Boniface College was founded on this date.

17, 1974 - The first woman Lieutenant-Governor was appointed - Pauline McGibbon in Ontario.

27, 1855 - Ottawa was chosen capital of what was then Canada.

28, 1916 - Manitoba women became the first in Canada to win the right to vote in provincial elections and to become members of the legislature.

FEBRUARY

1, 1920 - The Royal North West Mounted Police became officially the Royal Canadian Mounted Police, popularly called the Mounties.

2, 1927 - The lowest temperature to date was recorded at Snag in the Yukon - 81 degrees below zero, or an incredible -145.8 degrees Celsius.

7, 1948 - Canadian Barbara Ann Scott won an Olympic gold medal for figure skating.

11, 1922 - The discovery of insulin by Canadian doctors Banting and Best was officially announced.

13, 1947 - The most important oil discovery in Canadian history was the Leduc well, known as Imperial Leduc No. 1. Oil was pumped from it until 1974 when it finally ran dry.

15, 1965 - On this memorable day Canada's red and white Maple Leaf flag was flown for the first time as our official flag.

23, 1893 - The Stanley Cup was awarded for the first time - to an amateur team, the Montreal Amateur Athletic Association.

26, 1867 - The British North America Act, which officially formed the Dominion of Canada as a federation of provinces, was passed by the British Parliament.

MARCH

10, 1871 - Manitoba's first legislature as the governing body of a province of Canada was opened.

10, 1927 - CBC Radio began.

12, 1923 - Foster Hewitt broadcast a hockey game over the radio - the first hockey broadcast in Canada.

18, 1885 - The North West Rebellion began at Fort LaBoche, Saskatchewan.

21, 1825 - The Hudson's Bay Company set up Fort Vancouver, which later grew into the city of Vancouver.

22, 1764 - The first book to be printed in Canada was published. It was a copy of the Catechism.

23, 1954 - Canada's first subway trains began their run....in the city of Toronto.

24, 1949 - Newfoundland entered confederation. Its premier, Joey Smallwood, declared that he was the only living Father of Confederation.

APRIL

4, 1917 - Women won the right to vote in British Columbia.

7, 1868 - Thomas D'Arcy McGee was assassinated on the steps of his boarding hosue in Ottawa, the first Canadian statesman to suffer this fate.

14, 1861 - The city of Montreal was flooded by the waters of the St. Lawrence.

17, 1610 - Henry Hudson set out in the Discovery to search for a passage to India. Instead he discovered what is now called Hudson Bay, where he was set adrift by his crew and died.

23, 1851 - Canada's first postage stamp, the Three Pence Beaver, was issued.

25, 1959 - The St. Lawrence Seaway was officially opened by Queen Elizabeth the Second and the President of the United States.

MAY

1 - This date is celebrated as Labour Day in many countries of the work and by many trade unions in Canada.

2, 1964 - On this date Norther Dancer became the first Canadian horse to win the Kentucky Derby.

12, 1870 - Manitoba was established as a province. It was not as big as it is now, and came to be known as the postage stamp province because of its square shape and small size.

13, 1950 - This date marked the height of the great Red River flood of 1950 when most of the city of Winnipeg had to be evacuated. It was after this flood that the Red River Floodway was planned and constructed.

15, 1919 - The Winnipeg General Strike began, Canada's only general strike.

23, 1887 - CPR engine No. 374 hauled the first cross country passenger train to Vancouver.

24, 1918 - Canadian women could vote in federal elections and be elected to parliament.

28, 1934 - The world famous Dionne Quintuplets were born in Ontario.

JUNE

1, 1909 - Earl Grey, Governor-General of Canada, donated the Grey Cup for competition in football. Ever since 1921 it has been awarded to the professional football team which wins a contest between Eastern and Western Canada.

2, 1953 - Queen Elizabeth II was crowned in Westminster Abbey, London, England.

8, 1824 - The first washing machine was patented by Noah Cushing of Quebec.

15, 1962 - The first Canadian space vehicle was launched at a place called Wallops Island, Virginia.

20, 1875 - The University of Manitoba was founded.

20, 1908 - The book, Anne of Green Gables, was published.

21, 1811 - Lord Selkirk paid 10 shillings for the land in the Red River district.

23, 1813 - Laura Secord, pretending to guide her cow, passed through the American lines to warn British and Canadian soldiers of an American attack. This was during the War of 1812.

23, 1497 - John Cabot claimed what is now Nova Scotia for England by raising the King's flag on Cape Breton. The English king at that time was Henry VII.

JULY 1 - Canada Day celebrates the first day of Canada, a confederation.

1, 1858 - The first Canadian coins were minted. Like Canadian coins since they had the picture of the sovereign on one side, at that time the picture of Queen Victoria.

3, 1608 - Samuel de Champlain founded the city of Quebec.

10, 1946 - The first drive-in movie in Canada was opened in Hamilton.

14, 1789 - Alexander MacKenzie reached the Arctic Ocean by way of the river that carries his name.

15, 1870 - Manitoba officially entered confederation as a province. The date is celebrated as Manitoba Day.

16, 1880 - Dr. Emily Stowe became the first woman doctor to receive a license to practice medicine in Canada.

24, 1534 - Jacques Cartier raised a large wooden cross at Gaspé to claim the new land for France and for Christianity.

AUGUST

1, 1834 - The legislature of British Columbia abolished slavery in the colony.

3, 1610 - Henry Hudson was the first recorded European to sail into Hudson Bay.

5, 1858 - The Atlantic cable, stretching across the bottom of the Atlantic Ocean, carried the first message, or cablegram, from North America to Great Britain.

8, 1751 - Canada's first printing press was set up by a man named Bartholomew Green.

10, 1876 - Alexander Graham Bell made the first long distance telephone call from Brantford, Ontario, to Paris, Ontario.

13, 1535 - Jacques Cartier entered the St. Lawrence River, and named it for Saint Lawrence on whose "day" Cartier made the discovery of the great river.

17, 1896 - Gold was discovered in the Klondike, in the Yukon.

19, 1942 - On this date Allied troops, most of whom were Canadian, took part in a raid on the French coast, then occupied by German soldiers. Large numbers of Canadians were killed or take prisoner, but the lessons learned at Dieppe helped the success of the final invasion of Europe in 1944.

AUGUST (continued)

26, 1961 - The Hockey Hall of Fame was opened in Toronto.

30, 1812 - The Selkirk Settlers arrived at Fort Douglas on the site of what is now the city of Winnipeg.

31, 1873 - The North West Mounted Police, now the Royal Canadian Mounted Police, was formed.

SEPTEMBER

1, 1905 - Alberta and Saskatchewan entered Confederation. They had until then been part of the Northwest Territories.

3, 1962 - The Trans-Canada Highway was officially opened at Rogers Pass, British Columbia.

8, 1954 - Marilyn Bell, a Toronto girl, became the first person to swim across Lake Ontario.

13, 1759 - The Battle of the Plains of Abraham was fought between French and British troops. The leaders of both sides were killed - the French General Montcalm, and the British General Wolfe.

19, 1654 - The first wedding took place in New France; at any rate it was the first wedding to be on record.

21, 1928 - The first Canadian air mail stamp was issued.

22, 1877 - Chief Crowfoot, of the Blackfoot Indians, signed a treaty with the British Crown making peace between the Indians and the British in the Canadian west.

26, 1826 - What is now Ottawa was founded by Colonel By, a British army engineer, and was named Bytown in his honour.

29, 1962 - Alouette, the first Canadian communications satellite, was launched at Cape Canaveral (Kennedy). It was designed and built in Canada, the first by any country other than the United States or the Soviet Union.

OCTOBER

2, 1535 - Jacques Cartier arrived at Hochelaga, an Iroquois town, now Montreal.

9, 1874 - The North West Mounted Police arrived at Fort Whoop Up to bring law and order to the frontier. Fort Whoop Up was closed down and became an ordinary ranch.

OCTOBER (continued)

11, 1875 - The first settlers from Iceland arrived in Winnipeg.

14, 1955 - Lester Pearson received the Nobel Peace Prize, the first Canadian to be so honoured.

15, 1954 - Eighty-two people in Ontario were killed by Hurricane Hazel.

20, 1867 - Ottawa was proclaimed the capital of the new Dominion of Canada.

21, 1876 - The first shipment of wheat was sent from Manitoba to eastern Canada.

24, 1901 - The first person to go over Niagara Falls in a barrel - and come out alive - was Annie Edson Taylor.

24, 1945 - Canada became a charter member of the United Nations. This date is observed as United Nations Day.

NOVEMBER

2, 1936 - - The CBC was created as a national broadcasting system.

6, 1867 - The first session of Canada's first Parliament opened. Members of Parliament were paid $6.00 per day.

7, 1885 - At Craigellachie, British Columbia, there was a ceremony at which the last spike was driven in to complete the building of the Canadian Pacific Railway. At that spot rails laid from west eastward, and rails laid from the east westward met at last.

8, 1873 - Winnipeg became a city.

11, 1918 - An armistice was signed between the Germans and the Allied Countries bringing World War I, then called The Great War, to and end. The signing took place at the 11th hour of the 11th day of the 11th month of the year. We celebrate the date as Remembrance Day.

16, 1885 - Louis Riel was hanged at Regina. He is buried in the graveyard at St. Boniface Cathedral, in St. Boniface.

17, 1903 - Silver was discovered at Cobalt, Ontario.

20, 1942 - The Alcan (Alaska) Highway was completed in record time, and officially opened on this date.

22, 1917 - The National Hockey League was organized in Montreal.

23, 1813 - Montreal obtained its first street lights. They burned whale oil.

DECEMBER

1, 1841 - The first copyright was taken out in Canada - for a spelling book.

4, 1800 - David Thompson crossed the Rocky Mountains, the first European to do so in the northern part of the continent.

6, 1917 - A Norwegian freighter and a French munitions ship collided in Halifax harbour. The resulting explosion almost wiped out the whole city of Halifax, and killed at least 2,000 people. Read the novel Barometer Rising by Hugh MacLennen for an excellent description of this catastrophe.

9, 1755 - The first Post Office in Canada was opened in Halifax.

10, 1936 - Edward VIII gave up the British throne in order to be able to marry Mrs. Wallis Warfield Simpson. He was succeeded by his brother, George VI, the father of Queen Elizabeth II.

11-12, 1901 - Marconi sent the first wireless message from St. John's, Newfoundland.

25, 1855 - Ice hockey was played for the first time. The game took place at Kingston, Ontario.

29, 1908 - The first gold sovereigns were minted in Canada.

30, 1870 - Manitoba's first provincial election was held.

30, 1869 - Stephen Leacock, Canadian humorist and writer, was born.

BIBLIOGRAPHY

Barker, G.F., Brandon, A City, 1881-1961 Brandon, G.F. Barker, pub., 1977, (c. Barker)

Barker, G.F., The Story of Rivers, Prepared to commemorate 50 years of town incorporation, 1963.

Bruce, Jean, The Last Best West, Toronto: Fitzhenry & Whiteside in association with the Multiculturalism Program of the Department of the Secretary of State, 1976.

Canada 100, 1867-1967, Dominion Bureau of Statistics, Canada Yearbook, Handbook and Library Division, Ottawa, 1967.

Chafe, J.W., Extraordinary Tales From Manitoba History, Manitoba Historical Society and M.and S., 1973.

Clingan, Ida, The Virden Story, Virden's 75th Anniversary Celebration, July 21 to 26, 1957. Printed by the Empire Publishing Co. Ltd., Virden, Manitoba.

Collier, Anne M., A History of Portage la Prairie and Surrounding District, City of Portage la Prairie, 1970. Printed by D.W. Friesen & Sons Ltd., Altona.

Colombo, J.R., Colombo's Little Book of Canadian Proverbs, Graffiti, Limericks and Other Important Matters, Edmonton: Hurtig Publishers, 1975.

Colombo, John Robert, Colombo's References, Toronto: Oxford University Press, 1976.

English, L.E.F., Historic Newfoundland, Newfoundland Tourist Development Division of the Department of Economic Development, St. John's, Newfoundland, 1955 3rd edition 1970 (Paper).

Garland, Aileen, Trails and Crossroads to Killarney, Killarney and District Historical Committee, 1967, Illus., W.L. McArter, printed by D.W. Friesen & Sons Ltd., Altona.

Geographic Board of Canada, Place Names of Manitoba, Ottawa: Department of the Interior, 1933.

Glimpses of Canada, by Marcus van Steen, pub: The Canadian Scene (1973)

Gooderham, Kent, ed., I Am An Indian, Toronto: J.M. Dent & Sons (Canada) Ltd., 1969.

Gould, Jan, Women of British Columbia, Saanichen, Hancock House Pub. Ltd., 1975.

Gray, Hugh, Letters From Canada, written during a residence there in the years 1806, 1807, 1080. London: 1809, Longman, Hurst, Reese and Orme, Facsimile ed., reprinted by Coles, 1971.

Great Canadian Sports Stories, by Trent Frayne and Peter Gzowski; pub. The Canadian Centennial Publishing Co. Ltd. (1965)

Harris, C.J., Editor, Quick Canadian Facts, The Canadian Pocket Encyclopedia, 32nd Annual Edition, 1977-78.

Harrison, Pamela, The First Original Authentic Unexpurgated Great Canadian Quiz Book, Toronto: John Wiley and Sons Canada Ltd., 1977, c. Pagurian Press.

It Happended In Canada, by Gordon Johnston; pub: Scholastic - Tab (1973).

Johnston, Jean, Wilderness Women, Canada's Forgotten History. Toronto: Peter Martin Associates, Ltd., 1976.

Langton, H.H.. Ed., A Gentlewoman in Upper Canada, The Journals of Anne Langton, Toronto: Clarke Irwin & Co. Ltd., 1964. Reprinted 1966 c. 1950, Clark Irwin.

Leah, Vince, *Pages From The Past*, First Edition, Winnipeg: The Winnipeg Tribune, 1975.

Lonn, George, *Canadian Profiles*, Introduced by the Right Honourable Louis St. Laurent, Toronto: Pitt Publishing Co. Ltd., 1965.

Lysenko, Vera,*Men In Sheepskin Coats*, Toronto: Ryerson Press, 1947.

MacEwen, Grant,*....And Mighty Women Too*, Stories of Notable Western Canadian Women, Saskatoon: Western Producer Prairie Books, 1975.

McLeod, Keith A.,*Multiculturalism, Bilingualism and Canadian Institutions*, Toronto: Guidance Centre, Faculty of Education, University of Toronto, 1979.

Manitoba Department of Education, *Manitoba Women in Politics*, Poster Series Notes, Winnipeg, 1979.

Manitoba Library Association, *Pioneers And Early Citizens of Manitoba*, A dictionary of Manitoba biography from the earliest times to 1920. Winnipeg, Peguis Pub., 1971.

Paterson, Edith, *Tales Of The Early West*, Broadcast on CBC Radio by Maurice Birchell, Printed by Hignell Printing Ltd., Winnipeg, 1978.

Peguis Publishers, *Early Buildings Of Manitoba*, Winnipeg: Peguis Publishers, 1973, Photographs— drawings and text.

Peters, Victor, *All Things Common, The Hutterian Way Of Life*, Minneapolis: The University of Minnesota Press, 1965 (in Canada, Copp Clark).

Pethick, David, *Men Of British Columbia*, Saanichen, B.C., Hancock House Pub. Ltd., 1975.

Remember Yesterday, by Pierre Burton, pub. The Canadian Centennial Publishing Company Ltd. (1965)

Royal Bank of Canada, A Conspectus of Canada, Montreal: Royal Bank of Canada, 1967.

Rudnyckyj, J.B., Manitoba Mosaic of Place Names, with introduction by Watson Kirkconnell. Winnipeg: Canadian Institute of Onomastic Sciences (with grant from the Manitoba Centennial Corp.), 1970. Trident Press, Winnipeg.

Still More "It Happended In Canada", by Gordon Johnston, pub: Scholastic - Tab (1976)

Strickland, David, "Quotations" from English Canadian Literature, Toronto, Modern Canadian Library, 1973, c. Pagurian Press Ltd.

Styles, William, L. Unusual Facts Of Canadian History, Toronto: M and S, 1947

Sports Seen, by Turofsky and Reeve, Pub. The Ryerson Press (1960)

Swayze, Nansi, The Man Hunters, Canadian Portraits, Toronto: Clake, Irwin & Co. Ltd., 1960 .

Sylvestre, Guy, Contron, Brandon: Klinck, Carl F., editors, Canadian Writers. New Edition (3rd) Toronto: Ryerson Press, 1967.

Wallace, W. Stewart, The Macmillan Dictionary Of Canadian Biography, Fourth edition, revised by W.A. McKay, Toronto: Macmillan Company of Canada Ltd., 1978.

Wells, Eric, Manitoba Nuggets, Winnipeg: Royal Trust, Winnipeg Branch, 1978. Originally broadcast over CJOB, Paper, 42 pages.

Wilson, Keith, Manitoba, Profile Of A Province, Winnipeg: Peguis Publishers, 1975

Women In Canadian Sports, by Jean Cochrane, Abby Hoffman and Pat Kincaid: Fitzhenry and Whiteside, 1977.

Women's Institute, Melita's Tales and Trails, 1879-1967. A record of the beginnings of the district of Melita, Manitoba, 1879-1967.

Wright, Norman, In View Of The Turtle Hill, A survey of the history of southwestern Manitoba to 1900, Deloraine, Manitoba: Deloraine Times Publishing Company, 1951.

Wright, Richard and Rochelle, Yellowhead Mileposts Route For The Overlanders, Vol. 1, Winnipeg, Manitoba to Kamloops, B.C., Mitchell Press, 1974.